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ABSTRACT

Sponsored by the Arizona State Department of Education, Division of Vocational Education, a series of three-day clinics were held in March of 1973, with followup clinics two months later. The 121 participants included parents and students as well as professional personnel. As part of the program, participants were given a pretest and post-test to assess their knowledge in selected areas of vocational and career education, and were divided into task force groups to define their problems and work on solutions. The followup clinics stressed the development and group critiquing of plans for vocational education. The objectives of the clinics were that the participants would be able to: (1) formulate performance objectives, (2) list some inputs and outputs in their programs and be able to identify ways of evaluating them, (3) determine relationships between vocational and career education, (4) apply the decision-making process, and (5) submit a plan for vocational education. Evaluation of the project showed that it was successful in fulfilling its goals, and that funding should be continued for future clinics. Appendixes to the report include the clinic program, planning strategies, examples of submitted plans from several Arizona high schools, and evaluation materials. (RG)

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# Clinics for Planning Occupational Programs

# 1972-1973 Final Report

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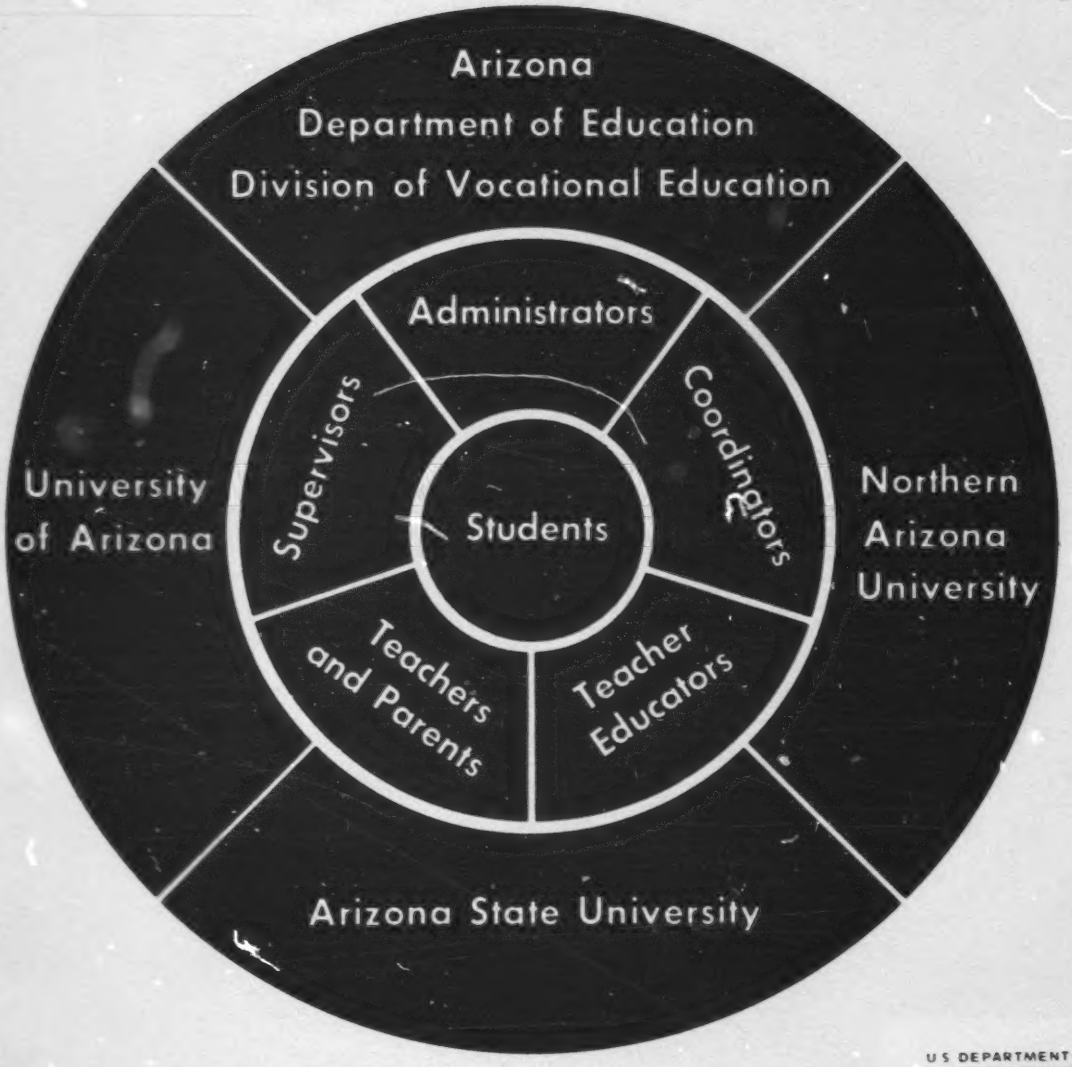


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FINAL REPORT

1972-1973

# A SERIES OF CLINICS FOR UPDATING SKILLS OF ADMINISTRATORS, SUPERVISORS AND TEACHER EDUCATORS IN PLANNING VOCATIONAL EDUCATION PROGRAMS

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Appreciation is expressed to Mr. William Anderson for reviewing the manuscript before printing. Also thanks to Lou Watkins for her patience and typing.

Summary Abstract

The proposal for the project, A Series of Clinics for Updating Skills of Administrators, Supervisors and Teacher Educators in Planning Vocational Education Programs, was submitted to the Advisory Council for Professional Development for criticism and evaluation. After minor changes, the revised proposal was taken by Mr. Eugene L. Dorr, Associate Superintendent for Career Education and Director of Vocational Education, to the State Board of Education for final approval in January, 1973.

Invitations to 580 school personnel were issued to school administrators, (including a department chairman for each school), local directors, county coordinators, teacher educators, and Arizona Department of Education, Division of Vocational Education personnel. Out of that number, 121 participants attended the series of clinics.

The goals and objectives for this project and their fulfillment were as follows:

1.0 The skills of administrators and supervisors to plan occupational education programs that are accountable to their respective publics was fulfilled in a large measure because programs were submitted listing performance objectives and benefits to be achieved.

1.1 Ninety percent of selected administrators and supervisors were able to formulate some tentative performance objectives for their respective vocational programs. Local directors, state specialists, and county coordinators assisted local school districts in the process.

1.2 Ninety percent of selected administrators, department chairman, teacher educators and supervisors were able to identify the relationship of vocational education to career education as indicated on the post-test results.

1.3 Ninety percent of selected administrators and supervisors were able to report on some identified inputs and outputs of their occupational programs on the post-test. About sixty percent of the group indicated that a needs assessment should be conducted before the inputs would be fully identified.

1.4 One hundred percent of selected administrators and supervisors were able to apply the decision making process to solving problems in small groups as indicated by the task force reports. The groups formulated their own problems rather than being presented simulated ones.

1.1.1 An in-service clinic of three days was held in Tucson, March 5, 6 and 7; in Flagstaff on March 12, 13 and 14; and in Tempe on March 19, 20 and 21, 1973. A total of 121 participants attended rather than the 135 anticipated.

1.1.2 Participants were administered a pre-test at the beginning of the three day clinic to assess their knowledge in selected areas of vocational and career education.

1.1.3 Participants evaluated objectives already formulated as part of the pre-test; other than parents and students the group did quite well in evaluating the objectives.

1.1.4 Simulated situations in vocational education were not presented but instead the groups defined their own problem areas and suggested solutions to them.

1.1.1.1 A post-test instrument was administered to participants and the correct answers about inputs and outputs indicated a gain in knowledge in these two areas.

1.1.1.2 Over seventy percent of the participants turned in tentative performance objectives for their respective programs to be evaluated by the consultants.

1.1.1.3 Inputs and outputs were informally identified for respective programs before tentative plans were made, but formal lists were not submitted.

1.1.1.4 Approximately half of the participants indicated that a needs assessment should be conducted in order to design a plan for vocational education in their respective situations.

2.0 Plans were developed for vocational education among selected administrators and supervisors of vocational education.

2.1 Seventy-three percent of the selected administrators and supervisors who would be expected to submit plans did turn them in rather than eighty percent of the participants anticipated. Evaluation procedures were not clearly indicated in all instances, and the participants stated they needed additional help here.

2.1.1 A follow-up clinic of two days each was held in Tucson on May 10 and 11 and in Tempe on May 21 and 22, 1973. The Flagstaff participants were integrated into the Tucson and Tempe clinics.

Participants were unanimous in believing that the planning clinics should receive continued funding because they did learn the planning process and felt other administrators should take the opportunity to attend. More information on monitoring and evaluation procedures was a felt need of the participants.

## Rationale For Clinics

The 1970's have brought into the educational scene the concept of "accountability" with the idea that schools, including administrators and teachers, must achieve some measure of success with all students. For school personnel to be accountable it is necessary for them to do careful planning, including well-defined objectives that are measurable. In this report, measurable objectives will be referred to as "performance objectives" although the term "behavioral objectives" might be used synonymously. If the objectives are planned specifically for definite classes, they might also be called "instructional objectives." The planning process was perceived as conducting a needs assessment, establishing measurable objectives, setting up activities and indicating evaluation procedures.

In order to up-date and refine planning skills on the part of administrators of occupational programs, it was recommended that a series of clinics be held in three locations for three days each. Administrators were broadly interpreted to be superintendents, principals, area supervisors, consultants or local directors of occupational programs. County coordinators were also included in the invitation list since they are often involved in the planning of occupational programs with individual schools. Each administrator was encouraged to bring along a department chairman so that he or she could help implement the planning process in the local school situation. Teacher educators were invited to the clinics so the planning process could be incorporated into undergraduate and graduate offerings.

The project was written for the clinics and submitted to the Advisory Council of Professional Development by Dr. Kerwood. This council decided that the clinics should be held at three locations - University of Arizona, Tucson; Northern Arizona University, Flagstaff; and Arizona State University, Tempe. Assistant project directors Dr. Robert Wooldridge, Northern Arizona University, and Dr. Doris Manning, University of Arizona, were selected on the premise that university personnel often have rapport already established with nearby school districts and local arrangements are more easily executed by personnel on location.

The Advisory Council for Professional Development also concurred with the project writer that follow-up sessions for the clinics would be valuable since the planning process could be pursued further, and participants would then have time to gather further data and be able to clarify any problems they encountered in applying the planning process in their local situations. Participants would also have an opportunity to indicate further areas of concern to them which had not been included in the initial clinics.

## Setting Up the Clinics

After the initial objectives were set for the clinics and the project revised, Mr. Eugene Dorr, Associate Superintendent for Career Education and Director of Vocational Education, presented the project to the State of Arizona Board of Education for final approval in January, 1973. The board gave its consent for the clinics to be held.

Immediately 580 invitations to participate in the clinics were sent to school administrators, local supervisors, county coordinators, career directors, teacher educators and the Arizona Department of Education, Division of Vocational Education personnel. The invitation was sent to any school district which indicated that over fifty pupils were enrolled even though the district was not

presently offering occupational education. School administrators were urged to have a department chairman accompany them to the clinics to facilitate the process of planning in the local situation.

Once the prospective participants responded affirmatively, the tentative program and the brochure were sent to them. The number of participants who indicated a desire to attend the clinics was small enough to permit all of the applicants to participate. Several large school districts were given permission to send more than one applicant. The criteria for acceptance of an applicant was:

1. Is actively engaged in administering and/or teaching in an occupational program or is desirous of establishing a program.
2. Is in a position to have input into the planning of occupational program and expresses a willingness to contribute to the process.

While the process of accepting participants was proceeding, the Advisory Committee for the project met and the objectives and evaluative procedures to be used were formalized. Selected consultants were informed of the concepts to be stressed in the clinics, and the program was completed. (See Appendix A, page 21 for the resource personnel.)

Local directors and county coordinators were contacted by the directors and asked to obtain parents and students to participate in the clinics. An attempt was made to obtain a representative group of students, both from rural and urban schools and from a variety of vocational classes. In retrospect, it would have been desirable to have had more minority groups represented, but minority students were difficult to involve.

The Initial Planning Clinics

The clinics were planned so the program format could be duplicated as much as possible in each location. The first one was held in Tucson on March 5, 6 and 7, 1973 in the Student Union, University of Arizona. The second one was held in Flagstaff on March 12, 13 and 14 in the Applied Science Building, North Academic Campus, Northern Arizona University. The last clinic convened at Arizona State University, Tempe, in the Memorial Union on March 19, 20 and 21. At the end of the initial clinics and the follow-up sessions, participants were to:

1. Formulate performance objectives
2. Identify the relationship between vocational education and career education
3. Identify inputs and outputs in local programs
4. Apply the decision-making process to vocational education problems
5. Submit plans for vocational education for local situations

The keynote and opening address was given to 121 participants (See Appendix A, page 22.) by a representative of the Arizona Department of Education at each location --Mr. Eugene Dorr, Associate Superintendent for Career Education and Director of Vocational Education in Tempe; Mrs. Shirley Mannion, Deputy Associate Superintendent for Evaluation in Flagstaff; and Mr. William Anderson, Deputy Associate Superintendent for Program Services at Tucson. (See Appendix A, page 27 for the program.) The same script was followed in each instance and stressed the growth of career education in Arizona. Career education is a concept and an integral part of education which emphasize, "Learning to Live,

Learning to Learn, and Learning to Make a Living." The career education matrix was distributed to each of the participants, and an explanation was given how the matrix evolved. The interrelationships between career and vocational education in Arizona were explained, and all vocational educators were asked to take an active role in implementing career education.

The Arizona Department of Education personnel took the group through the conceptual framework for the planning process for occupational programs, and they handed out sheets which can be converted into transparencies to use in the local situation (See Appendix B, page 30 ). The components of planning - goals, objectives, outcomes, activities and benefits - were interpreted with examples.

The importance of engaging in careful planning was stressed by the speaker because general revenue sharing has become a reality and educational revenue sharing is a strong possibility. Under a system of revenue sharing, each community must decide upon its own needs and then request funds to make the planning a reality. Pre-vocational education projects and career education projects are already funded by having the local educational agency submit a proposal and request for funds.

Following the keynote address, a panel discussion, "Questions and Concerns About Occupational Education," was held. Two students, a parent, a local director, a career education project director and the Arizona Department of Education representative participated with Dr. Barkley as moderator. The students stated that the selection process for enrollees in the cooperative program might be liberalized. They stressed that for the most part cooperative programs are well-structured and supervised. One or two of the students indicated little need for the youth club programs as part of vocational education, but other students were quite adamant about the need for club programs. They felt that students were often motivated to take advanced classes in occupational education because of interest generated through the club programs. Students, as well as parents, were concerned that better public information programs be established. Junior high students especially need to learn about vocational programs so they can be in a position to select a program or courses. Career directors expressed the need to work closely with vocational educators so meaningful experiences can be coordinated.

Although the panel consisted of two students and one parent, all students and parents were solicited for comments and questions they wished clarified. Persons in the audience were given the opportunity to express any concern or ask any question they wished answered. (See Appendix E, page 88.)

Then one of the consultants gave the participants their tasks to do by the end of the initial clinic. The participants were divided into task force groups, including students in each one, to brainstorm on problem areas in occupational education.

At a later time, the same task force groups met again to try to come to some decisions on how the problems might be solved. The problems and solutions were reported to the total group.

Some common problems and solutions were identified by all clinic groups in Tucson, Flagstaff and Tempe. Those problems which received high priority were:

1. The planning process receives low priority at the local level. Each group decided to try the process using this format:

| Goals | Objectives | Outcomes 1973 | Outcomes 1974 | Activities | Funds | Benefits |
|---|---|---|---|---|---|---|
| | | | | | | |

2. The public has lack of understanding of what occupational education is. It was suggested that employers, parents, interested community members, teachers, counselors, trade union personnel and administrators assist in identifying the programs needed in the community. Business persons could also consider what is needed in content in classes, especially the cooperative ones. The use of advisory committees was strongly urged by the participants.

3. Traditional ways of doing things are obstacles to overcome in making changes in occupational education. For example, many high schools have concentrated on college preparatory programs and the Carnegie unit although a college education is not required for many jobs in our society. Because transportation to a work station is not the usual procedure, some school districts find it difficult to consider transportation as a possible cost. Students often find school loyalities prevent them from taking advantages of programs in nearby schools. School district personnel and students must become more flexible.

4. Clear measurable performance objectives are difficult for teachers to write for their classes. Some participants and the consultants suggested that some teachers be trained to write performance objectives for the entire school after each faculty person identifies what he wishes to accomplish in his classes. Also objectives can be purchased from a commercial source so teachers only need to be good consumers of objectives.

5. Programs should be more individualized so students can enter and exit whenever necessary. Most adult programs are built around the concept of access and exit when desirable so the participants felt that learning packages and individualized learning of various types could be developed for secondary students. Mini-courses provide another method of handling individual needs, participants suggested.

6. Personnel are not always able to meet the needs of the program, particularly in small communities. Teacher education institutions can hold in-service offerings to retrain teachers and paraprofessionals. Experienced business personnel can also be educated to be teachers with in-service offerings on a flexible time schedule. Certification, it was suggested, might be more open.

7. Lack of communication skills causes misunderstandings in occupational programs. More emphasis at the undergraduate level and in-service education should be devoted to communication skills.

8. In some areas, work stations are difficult to find. Simulated jobs with hands-on experiences may be developed in some localities.

Two of the consultants gave some examples of new programs and techniques in operation. Some unusual ones presented were:

1. Navajo Arts and Crafts--including silversmithing, weaving, and jewelry making.
2. Making of school supplies and running the store in some situations.
3. Cassette interviews for career awareness.
4. Telelectures.
5. A remodeling company in Casa Grande which rejuvenates sub-standard housing.
6. Shadow studies where students follow a person at work for a day or two.
7. Landscaping done for profit by agriculture students.
8. Teacher exchange with business for a short period of time.
9. Explorer Scout program where scouts run a community service.
10. Public service cooperating with the schools to provide exposure to the life of a policeman or fireman.
11. Marine engine repair classes in Mohave County.
12. Individual study for academic course work related to a job.
13. A special program given to a student in a short time interval, perhaps a correspondence course.

Many programs in occupational education appear to have common problems, according to the problems identification by the task forces. The consultant, therefore, suggested that the first step that a school district should do is to have a needs assessment of what is and what appears to be needed in the community in occupational education. Community involvement in the needs assessment process is a must, stated the consultant. A simple summary of the steps in planning a program is given in Appendix B, page 38.

The same task forces convened again to apply the planning process, and tentative plans were reported by each task group at the end of the initial clinics. Individual plans were not turned in by each participant because time was spent in formulating a plan that had some common factors appropriate for several schools.

Follow-Up Clinic Sessions

Instead of holding the clinics at three locations, small pre-enrollment at Flagstaff caused the clinics to be telescoped into two. One was held at Tucson on May 10 and 11 and the other one convened at Tempe on May 21 and 22. Flagstaff participants were able to fit into the Tucson or Tempe clinic schedules. (See Program, Appendix C, page 40.)

The opening session was given over to reviewing the components of the planning process by the consultant reinforcing the idea that a tentative plan for 1974 should be submitted by the end of the clinic. Phi Delta Kappa materials, "A Programmed Course for the Writing of Performance Objectives," were provided to each participant so they could be used in his own local district.

Mr. William Anderson, Deputy Associate Superintendent for Program Services, and Mrs. Shirley Mannion, Deputy Associate Superintendent for Evaluation, Arizona Department of Education presented the "Criteria for Approving Proposals and Applications." The five major criteria areas considered were manpower needs and job opportunities, vocational education needs, relative ability to provide resources, relative costs of program services and activities, and other criteria such as past effort and the impact on disadvantaged and handicapped youth and adults.

The formula for computing vocational education needs was explained as being based on data supplied by the U. S. Department of Commerce and the Research Coordinating Unit. The local education agency is charged with applying for the money in terms of local needs and anticipated long-range program planning. The local district may determine if the Grant-in-aid funds available will be used for salaries only, equipment only, or a combination in providing vocational education. Past effort is also considered in allocations, but no local educational agency which is making a reasonable effort will be denied funds for the establishment of new vocational education programs solely because it is unable to pay the non-federal share of the costs of such programs, stated the Arizona Department of Education representative. The Vocational Education Amendments of 1968 were reviewed so that the participants could understand the "set aside" allocations.

The concept of entitlement was clarified with the idea that funds are computed by formula for a local education agency. In order to receive the funds the school district must submit a plan for spending the monies, including goals, objectives, activities, evaluation procedures, and a calendar of events. Already pre-vocational and career education funds are allocated on the basis of proposals submitted and evaluated. A district, therefore, would be entitled to an amount of money, subject to a well written project.

The Department of Economic Security representative explained the new organization of the Department, and the divisions under its jurisdiction. The use of the census figures, with its drawbacks, and the demand data provided by the Bureau of Labor Statistics are the basis of arriving at the manpower needs of Arizona, was reported. Some area surveys are also conducted. One of the difficulties in Arizona of quantifying manpower data is that three-fourths of Arizona's population growth is by immigration into the state. It is difficult to know what skills the new arrivals have. Questions were asked of the participants about what type of reporting would be valuable to them as vocational educators. Using the cluster concept in teaching was strongly urged by the Department of Economic Security since related skills can be used in many specific job situations.

The rest of the day was spent in critiquing the individual plans of the participants. Some groups, especially the pre-vocational educators, felt that their planning had many commonalities so the group met as a total group.

The next day consultant assistance was available to work with any individual or group requesting help. Arizona State Department personnel were also in attendance to solve any special problems in specific service areas.

As requested by the participants at the initial clinic, a presentation was given on the "Council of Government - What It Is and How It Functions" by the Department of Economic Security. The Arizona State Advisory Council on Intergovernmental Relations was created by an executive order of Governor Jack Williams. Its purpose is to develop methods of communication and cooperation among governmental agencies so long range policies and plans can be developed for solving state, city and county problems. General revenue sharing funds are channeled to each of the six planning districts, and federal funds are distributed on the basis of district planning. Representatives from counties, cities or town officials, legislators, and public members are on the council. Subcommittees are also selected for special areas, such as education. All vocational educators were challenged to become acquainted with their district Council of Intergovernmental Relations and be informed about their functions. It was suggested that educators may wish to have input into planning for the educational needs of their respective planning districts.

The follow-up session closed by each small group or individual sharing their plans with the total group. Each participant or group or participants from the same or similar school district turned in their tentative plans for 1974. In some instances, the plans were quite incomplete because the time element prevented developing plans for more than one or two objectives. The purpose of having plans submitted was to give an indication that participants could apply the planning process, imperfect and tentative as some of the plans were at this time. Representative plans are included in Appendix C, page 41-77. Participants were unanimous in suggesting that there be a continuation of the Planning Clinics. More participation on the part of administrators was strongly urged.

Evaluation of Clinics

Immediately after the clinics were convened and introductions made, a pre-test was given to all participants. (See Appendix D, page 78.) The same instrument was given at the end of the initial clinics. Analysis of the pre-test and post-test assessment indicated:

> With one exception, pre-tests of the seven parents attending the clinics indicated that they did not comprehend performance objectives, inputs to consider in planning occupational programs or outputs that can be used as measures of effectiveness. The parents also did not know the difference between career and vocational education. At the end of the first clinics they were able to list inputs and outputs for the most part. Only two were able to differentiate between career and vocational education. Parents are a group to concentrate on for interpreting occupational programs. The section of performance objectives was not evaluated for parents and students because most of them were unable to attend the night sessions where the training was given on objectives.
>
> Only three students out of the eighteen were able to explain the difference between career and vocational education on the pre-test. Seven were able to list at least partial lists of inputs to consider in planning occupational programs. Eight were able to list at least two outputs to be used in measuring the effectiveness of programs. In the post-test, all but two students were able to differentiate between career and vocational education. All the students were able to list some inputs and outputs, although the latter listing was the rather limited in four cases.
>
> The largest change among participants, as evidenced by the increase of correct answers between the pre-test and post-test, was recognizing the inputs and outputs of a program. With the exception of two who did not fill out that question, only three gave an incomplete answer to the question, "List five inputs that are factors to consider in planning an occupational program." Nine participants did not give a complete list of five outputs. Again, two did not give any answer on this section.
>
> The participants did quite well in selecting the performance objectives on the pre-test. The participants felt capable of writing performance objectives for few of them attended the sessions on writing objectives. Career education personnel were especially adept at recognizing them. The post-test, therefore, indicated little change. Most participants were also able to distinguish between career and vocational education on the pre-test, and only three persons did not fill out that question correctly on the post-test. More questions might have been included on the planning process.

At the end of each day participants were encouraged to evaluate that day's sessions by free response. When changes were suggested repeatedly, an effort was made to make the modifications. Most of the comments were positive, and few changes were made in the format of the clinics.

In addition to the pre-test and post-test, an evaluation form was given on how the objectives were accomplished. The results of this evaluation device are listed in Table I, page 13.

TABLE I EVALUATION FORM FOR INITIAL CLINICS FOR PLANNING OCCUPATIONAL PROGRAMS

| | Too much being done | Leave as is | Fair, but more needs to be done | Poor, a lot more needs to be done |
|---|---|---|---|---|
| 1. Formulate performance objectives | 5% | 63% | 28% | 4% |
| 2. List inputs and outputs | 3% | 46% | 50% | 1% |
| 3. Relationships between career and vocational education | 2% | 55% | 33% | 10% |
| 4. Apply decision-making process | 6% | 52% | 36% | 6% |
| 5. Submit a plan for program in their area | 2% | 36% | 51% | 11% |

"General Comments About the Clinic" were solicited from participants, and some representative comments were:

> The idea of parents and students being included was the crux of the clinic. More clinics of this type, if held, should include students, parents and businessmen.

> Overall the clinic was outstanding in my estimation. I really became convinced as to the value and need for occupational education. I have decided that from this point on I will do everything in my power to further the cause of occupational education in all areas of need.

> Very informative! Suggest continuation of this type of clinic. Provided opportunities for interpretation, idea sharing and articulation.

> I was very interested in the whole discussion. It's very satisfying to know there are so many good people so interested in bettering the school system. I wish more parents could attend meetings like this.

> I felt the clinic was very well planned and executed; however, I personnally felt the time element was too short for all that one needed and wanted to do in regard to occupational planning.

> Clinic was valuable in presenting strategy. Dr. Zaharis' presentation was especially good. Presentation on career education was a review. I would like to have seen the career goals explained in examples of teaching units. Question and answer period concerning local planning was valuable. Problems and solutions sessions were a waste of valuable time--better used on local planning.

> Very informative clinic. I only wish more of our staff could have attended. We are having a meeting of all vocational education people where I will discuss the clinic.

> Very effective! -- much needed and useful information exposed and discussed. The next clinic of this kind I attend, I'll know what is coming and will get more out of it. I needed a tape recorder to get down some of the excellent ideas discussed. Can't spend all my time taking notes when I want to listen!

> I got a lot out of this clinic. I didn't realize so much went into the planning of vocational education.

> A worthwhile activity that needs more effect and better attendance by administrators and program planners.

At the follow-up sessions, free response comments were called for at the end of the first day. Suggestions for changes were not indicated by the participants.

At the end of the clinic, two instruments were given to the participants to evaluate the clinic. One was an evaluation of the presentations and other

sessions of the follow-up clinic. The results are listed on Table II, page 16. The last one administered was an evaluation of the initial and follow-up sessions in terms of whether the objectives had been met or not. The results are given on Table III, page 17.

Lastly, participants were also asked to respond to the question, "What were the overall benefits to you and your school of the initial and follow-up clinics?" Some representative answers were:

> Learned about new funding patterns. Determined necessary approaches to comply with state proposal requirements and found what personnel resources are available to give necessary help.

> Very worthwhile insights into trends and requirements for developing proposals for educational programs. Rationale and techniques were both helpful. Interchange of ideas and opportunity to see a variety of people in action. Informal contacts worthwhile as well as workshop leadership and opportunities. Very able leadership and consultants.

> Chance to bring ideas together with others and go over successes and failures. Learned enough about VE to write an acceptable project. Will credit this in large to the two clinics. Frankly, this clinic made me aware of some of the problems that are not unique to any one district. It is evident that we have not fully explained what Career Education and Vocational Education is or should be.

> A benefit was how to do proposal writing for next fiscal year. Good help! Good presentations on manpower data and Council of Government. Fine interaction by participants.

> While I still do not feel entirely competent in the development of proposals and applications, this conference has clarified where to obtain help and to understand the procedures to follow in the writing of proposals. We have two program writers and until I attended these clinics, I felt lost and unable to understand or criticize said applications.

> Initial clinic was beneficial in the planning and organizational areas. Second clinic was far more informative in planning vocational programs and should have come before the first clinic. As a whole, better understanding and communication between schools and State Department.

Participants were also asked to respond to the question, "If similar clinics were to be held again, what changes would you make?" Participants indicated that the clinics should be held earlier in the year in order for the full benefit in the school district to occur. Also, many suggested that the emphasis should be on "monitoring and evaluation" for the next series. Again and again it was expressed that more administrators should attend and bring a department chairman with them. More advance information would be helpful about the purposes and materials that would be used. County coordinators and State Department personnel were considered an essential part of the clinics. (See letters, Appendix D, pages 80-87.)

TABLE II EVALUATION OF THE PROGRAM OF FOLLOW-UP CLINICS

| | Very Helpful | Somewhat Helpful | Not Helpful |
|---|---|---|---|
| 1. Review of planning skills | 82% | 18% | - |
| 2. Presentation of criteria for approving proposals and applications | 71% | 29% | - |
| 3. Manpower presentation | 20% | 58% | 22% |
| 4. Group critiquing of plans | 80% | 18% | 2% |
| 5. Consultants' assistance with plans | 82% | 16% | 2% |
| 6. Presentation on Council of Government | 58% | 31% | 11% |
| 7. Reports of plans | 52% | 41% | 7% |

TABLE III EVALUATION OF OBJECTIVES FOR BOTH CLINICS

| Have we met the objectives? | YES | NO |
|---|---|---|
| 1. Formulate performance objectives | 98% | 2% |
| 2. List some inputs and outputs in their programs and be able to identify ways of evaluating them | 93% | 7% |
| 3. Determine relationships between vocational and career education. | 97% | 3% |
| 4. Apply the decision-making process. | 98% | 2% |
| 5. Submit a plan for vocational education. | 73% | 27% |

Recommendations for Other Clinics

1. The evaluation of the clinics was very positive and indicated that planning clinics should receive continued funding.

2. Because the participants indicated that the clinics were very worthwhile, a greater effort needs to be expended to obtain participation from a larger number of school districts than obtained in these clinics. Also an increased representation from large districts might be beneficial so more key individuals can be involved in the planning process.

3. Larger number of parents and students than in the initial clinics should be included in future clinics for the inputs of these two groups stimulated the participants to carefully evaluate what is presently being offered in occupational programs and what possibilities are for classes in different areas. Participants suggested representative employers should be included in the next series of clinics because their ideas are needed in planning occupational programs.

4. If possible, more time should be available between the approval of the project and the execution of the clinics. More time would permit formalizing the program so it could be sent with the initial invitation. Also, materials might be sent before the clinic so problems could be identified before arrival.

5. At each regional clinic, the Arizona Department of Education needs to send representatives from each service area to assist school districts with unique problems concerning a particular service area. County coordinators should be in attendance at the clinic in their regional area. Career education representatives from the Division should also be a part of the clinics to answer questions concerning career education.

6. It is strongly urged that each administrator should bring along a department chairman to the clinic. Department chairmen can benefit from the clinics, but they need to be accompanied by an administrator in order for planning to be functional for the district.

7. At the next series of clinics a major emphasis should be given to evaluation procedures since participants indicated a strong need for this area.

8. Most of the participants indicated need for further meetings on planning occupational programs. If new participants become a part of the planning clinics, a one-day meeting should be held with them so they are at a similar level of competence in planning as the participants who attended this year.

9. The clinics next year should be held earlier in the school year and more time should elapse between the initial clinics and the follow-up sessions. Early November was suggested as a desirable time by the participants.

# APPENDIXES

# APPENDIX A

## Personnel, Participants and Program

## RESOURCE PERSONNEL FOR CLINICS

William J. Anderson - Deputy Associate Superintendent for Program Services, Arizona Department of Education

Dr. Margaret V. Barkley - Project Director and Professor Home Economics, Arizona State University

Dr. Keith Crandell - Coordinator of Career Education and Alternate Principal, Mesa Career Center, Mesa Public Schools

Eugene L. Dorr - Associate Superintendent for Career Education and Director of Vocational Education, Arizona Department of Education

Adolph Esteveste - Supervisor, Office of Economic Opportunity, Arizona Department of Economic Security

Richard Froncek - Research Analyst, Arizona Department of Economic Security

Nancy Hahn - Resource Planning, Arizona Department of Economic Security

Dr. Robert Kerwood - Director of Professional Development, Arizona Department of Education

Dr. Doris Manning - Chairman, Department of Home Economics Education, University of Arizona

Shirley Mannion - Deputy Associate Superintendent for Evaluation, Arizona Department of Education

Dr. William Poston - Executive Director, Educational Services, Mesa Career Services, Mesa Public Schools

John Vernon - Research Analyst, Resource Planning, Arizona Department of Economic Security

Dr. Robert Wooldridge - Chairman, Department of Industrial Education, Northern Arizona University

Dr. James Zaharis - Executive Director, Administrative Services, Mesa Career Center, Mesa Public Schools

PARTICIPANTS
OF CLINICS FOR
PLANNING OCCUPATIONAL PROGRAMS

Mary Allshouse - Vocational Training Coordinator, MDTA
Arizona Department of Education

Phyllis Alvey - Adult Coordinator, Home Economics Education
Arizona Department of Education

Mae Baldridge - Teacher - Coordinator, Northern Yuma County High School District

Rose Baldwin - Student, Cortez High School, Glendale High School District

Nancy Barry - Student, Flowing Wells High School

Barbara Baxter - Student, Gilbert High School

Louis Bazzetta - Director of Occupational Education, Tucson Public Schools

T. O. Beach - Yuma County Coordinator, Vocational-Technical Education

Phil Beck - Vocational Cooperative Coordinator, Benson Public Schools

Robert Berryhill - Director of Vocational-Technical Education
Scottsdale Public Schools

Larry Black - Director of Federal Programs, Cartwright School District

Barbara Border - Specialist, Home Economics Education
Arizona Department of Education

Marion Bowen - Administrative Assistant, Isaac School District

Patricia Breining - Coordinator, Pima County Development Career Guidance Project

Myrtle Brown - Master Teacher, WIN Program, Arizona Department of Education

Peggy Brown - Instructor, Home Economics Department, University of Arizona

Barbara Bushman - Parent, Tucson

Lettie Cale - Specialist, Home Economics Education, State Department of Education

Willard Canode - Superintendent, Yuma Union High School District

Hazel Coatsworth - Coordinator of Homemaking Education and FEAST Program
Tucson Public Schools

Jarvis Cobe - Director of Federal and Special Programs
Mohave County Union High School District

Kenneth Cole - Director, Central Maricopa Careers Project

Donald Combrink - Director, Yuma County Career Education Project

Kenneth Conrath - Mohave County Coordinator, Vocational-Technical Education

Albert Cook - Coordinator for Vocational Education, Flowing Wells High School

Joe Creed - Coordinator, MDTA, Arizona Department of Education

Francis Crockett - Parent, Flagstaff

Robyn Crockett - Student, Coconino High School

Chris Crowder - Research Assistant, Tucson Public Schools

Joseph Cummings - Coordinator of Occupational Education
Western Maricopa County

Lou Ann Daldrup - Coordinator, Pima County Development Career Guidance Project

Norman Day - Department Chairman, Maricopa Public Schools

Dean Despain - Career Education Coordinator, Apache and Navajo Counties

Margaret Dunham - Parent, Gilbert

John Dutton - Deputy Associate Superintendent, MDTA
Arizona Department of Education

Diane Dykman - Student, Sunnyside High School

Joan Evans - Teacher, Mingus Union High School

A. H. France - Coordinator, Vocational Education, Mesa Public Schools

J.B. Franklin - Superintendent, Mayer Public Schools

James Freeman - Principal, Winslow High School

R. Dean Frey - Coordinator of Occupational Education
Maricopa County Community College District

Richard Froese - Director, Occupational Education
Phoenix Union High School District

Dale Frost - Department Chairman, Paradise Valley Public Schools

Peter Gazzola - Director of Educational Management Project
Tucson Public Schools

Martha Geare - Parent, Tucson

Roy Gill - Specialist, Trades and Industry, Arizona Department of Education

David Gobble - Superintendent, San Simon Public Schools

William Gordon - Principal, Coordinator for Adaptive Education
Tucson Public Schools

Dennis Gourley - Student, McClintock High School, Tempe High School District

Martin Grubb - Vocational Department Chairman, Pinetop-Lakeside Public Schools

Maurice Guptill - Coordinator of Horticulture and Industrial Education
Tucson Public Schools

Donald Guyer - Superintendent, Rice School District

Gordon Hall - Specialist, Agriculture Education, Arizona Department of Education

Goldye Hart - Department Chairman, Roosevelt School District

Larry Hart - Assistant Principal, Flowing Wells High School

Guy Haxton - Student, Sunnyside High School

Joe Heal - Chairman, Technology Department, Central Arizona College

James Heffer - Student, North High School, Phoenix Union High School District

Mary Hoelscher - Department Chairman, Window Rock High School

Marshall Holman - Teacher-Educator, Northern Arizona University

Joy Isley - Department Chairman, Paradise Valley Public Schools

Von Jones - Coordinator, Central Maricopa Careers Project

Louis Joslin - Superintendent, Palo Verde School District

Hoyt Kenmore - Coordinator, MDTA, Arizona Department of Education

James Kidd - Administrative Assistant, D.I.C.E. Project

LeQuita Kiel - Department Chairman, Mayer Public Schools

W. E. Kirkpatrick - Department Chairman, Alchesay High School

William Konopnicki - Tri County Coordinator and Career Education Project Director

Virginia Kozlowski - Itinerant Teacher, Northern Arizona University

Bea Langley - Coconino County Coordinator, Vocational-Technical Education

Linnea Larimore - Student, Flowing Wells High School

Karen Lattin - Department Chairman, Mountain View School,
Washington Elmentary District #6

Evelyn Lewis - Assistant Professor of Home Economics, Northern Arizona University

Richard Little - Associate Dean of Career Education
Central Arizona College

Howard Lowe - Curriculum Coordinator, Benson Public Schools

Charles Macon - Pima-Santa Cruz County Coordinator, Vocational-Technical Education

Glenn Maurer - Coordinator of Federal Programs, Sunnyside High School

Scott McDaniel - Student, Apache Junction High School

Russel McMillan - Guidance Counselor, Isaac School District

Victor Meneley - Principal, Flowing Wells High School

Carlos Moore - Supervisor, Agriculture Education, Arizona Department of Education

Betty Newlon - Assistant Director, Pima County Development Career Guidance Project

George Nicholls - Associate Dean, Pima Community College

James Novachek - Coordinator, Northern Arizona Hospitality Education Project

Pamela Ornelas - Department Chairman, Page High School

Earl Patterson - Apache and Navajo Coordinator, Vocational-Technical Education

Marion Porch - Parent, Glendale

Shirley Pulsipher - Student, St. John's High School

Omar Ramirez - Student, Catalina High School, Tucson High School District

Gerald Rau - Teacher-Educator, Northern Arizona University

Clio Reinwald - Supervisor, Home Economics Education,
Arizona Department of Education

Norma Richardson - Career Education Director, Roosevelt School District

Richard Riggs - Instructor, Valley Union High School

Allen Robinson - Assistant Superintendent, Safford Public Schools

George Rockwell - Department Head, Winslow Public Schools

Pat Rovey - Department Chairman, Buckeye Public Schools

Arturo Ruiz - Student, Pueblo High School, Tucson High School District

Dan Ryan - Guidance Coordinator, Yavapai County Career Education Project

Creta Sabine - Assistant Superintendent, Business Services
Paradise Valley Public Schools

Carlos Salas - Department Chairman, Rice School District

Marvin Seglem - Supervisor, Technical Education and Trades and Industry,
Arizona Department of Education

Debra Sievers - Student, Cortez High School, Glendale Union High School District

Emmett Sims - Special Project Administrator, Northern Yuma County High School Dist.

Blanche Smith - Coordinator of Health Career Education, Tucson Public Schools

Gordon Snowbarger - Dean, Occupational Education, Arizona Western College

Edwin Sorenson - Dean, Occupational Education, Eastern Arizona College

Mike St. George - Vocational Training Coordinator, MDTA
Arizona Department of Education

Shirley Taylor - Itinerant Teacher, University of Arizona

Randall Thomas - Coordinator, Pima County Career Guidance Project

Duane Thurber - Student, Alhambra High School, Phoenix Union High School District

Paul Thurber - Student, Flagstaff High School

Virginia Thurber - Parent, Flagstaff

Michael Valdez - Student, Phoenix Union High School

M. van Fredenburg - Principal, Alchesay High School

Gail Vernon - Department Chairman, Littleton School District

Cecila Vidal - Parent, Tucson

DeAnna Waite - Student, St John's High School

D. L. White - Superintendent, Seligman Public Schools

Walter Wilson - Department Chairman, Chandler Public Schools

Alfred Zammit - Coordinator of Business and Distributive Education
Tucson Public Schools

# C L I N I C
for
PLANNING OCCUPATIONAL PROGRAMS
Room 281, Student Union Building
University of Arizona, Tucson

## Monday, March 5

| | |
|---|---|
| 8:30-9:00 | Registration for clinic |
| | Presiding - Dr. Margaret Barkley, Project Director |
| 9:00-10:00 | Keynote address, "Planning Today for Tomorrow's Programs"<br>William Anderson, Deputy Superintendent for Program<br>Division of Vocational Education, State Department<br>of Education |
| 10:00-10:30 | Coffee break |
| 10:30-11:30 | Symposium, "Questions and Concerns About Occupational Education"<br>A parent<br>A student<br>A department chairman<br>A local director<br>Mr. William Anderson<br>Dr. Margaret Barkley, Moderator |
| 11:30-12:00 | Workshop Charge<br>Dr. Keith Crandell |
| 12:00-1:30 | Luncheon |
| | Presiding - Mr. Glenn Maurer, Coordinator of Federal Programs,<br>Sunnyside Schools, Tucson |
| 1:30-2:30 | Department of Economics Security presentation, "Manpower Needs and Their Implications for Occupational Education" |
| 2:30-2:50 | Break |
| 2:50-4:00 | Task groups - Development of list of problems that interfere with local planning |

## Tuesday, March 6

| | |
|---|---|
| | Presiding - Mr. William Antrim, Lecturer, Department of Office<br>Administration and Business Education, College of<br>Business, University of Arizona |
| 8:30-10:00 | "A Management System for Implementing a Program" or "How to get it all together," or "I didn't promise you a rose garden."<br>Dr. Crandell and Dr. William Poston |
| 10:00-10:30 | Coffee break |

continued next page

| | |
|---|---|
| 10:30-12:00 | Management System (continued) |
| 12:00-1:30 | Luncheon |
| | Presiding - Mr Charles Macon, Pima and Santa Cruz County Coordinator, Vocational-Technical Education |
| 1:30-3:00 | Task groups - Solutions for problems |
| 3:00-4:00 | Report sessions |
| 5:30-7:00 | Dinner |
| | Presiding - Dr. Paul Danielson, Professor and Head, Department of Counseling and Guidance, College of Education, University of Arizona |
| 7:00-9:00 | Work sessions on local plans<br>Consultants are available for conferences |
| | Behavioral objective workshop for those who need it |

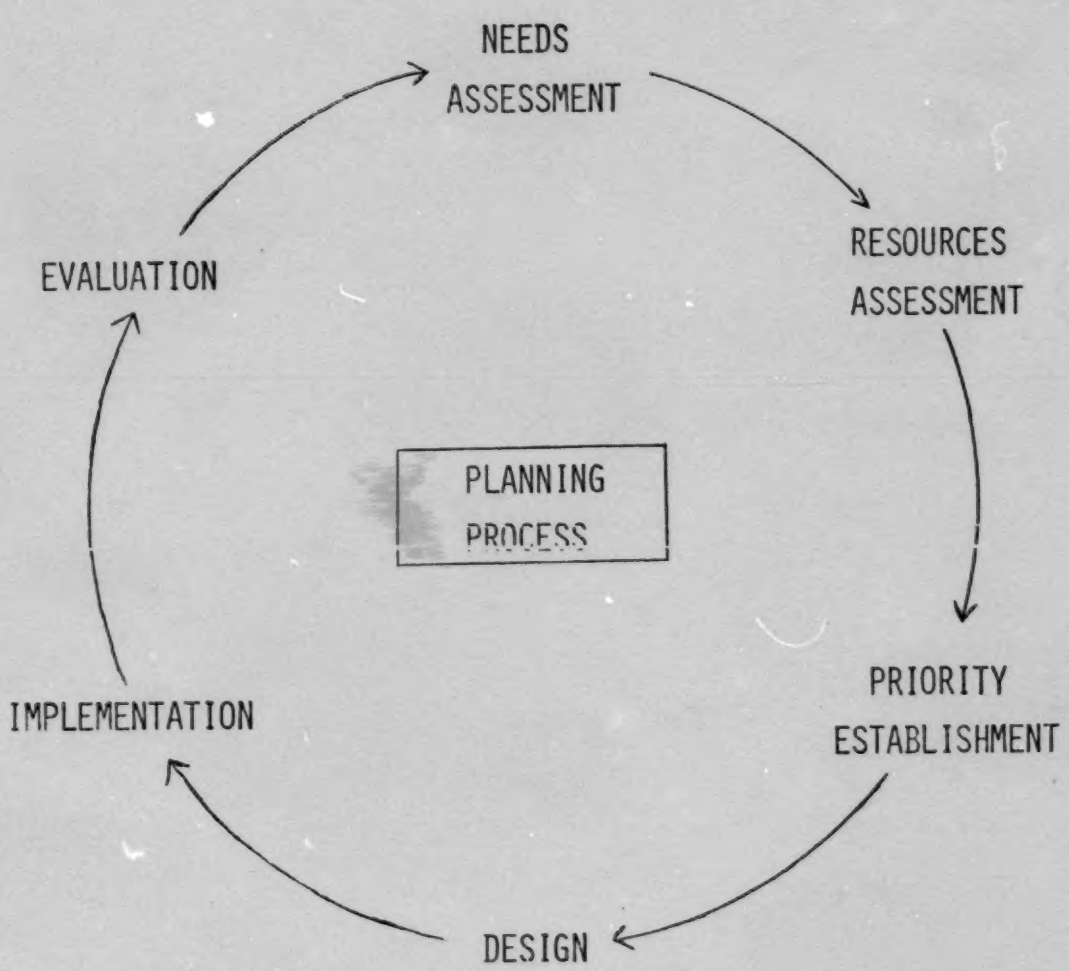
Wednesday, March 7

| | |
|---|---|
| | Presiding - Dr. Herbert Langen, Professor and Head, Office Administration and Business Education, College of Business, University of Arizona |
| 8:30-10:00 | Working on local plans (consultants available for conference) |
| 10:00-10:30 | Coffee break |
| 10:30-12:00 | Presentation - "Further Planning at the Local Level" |
| 12:00-1:30 | Luncheon |
| | Presiding - Dr. Doris Manning, Chairman, Home Economics Education, School of Home Economics, University of Arizona |
| 1:30-2:30 | Evaluation of clinics. Checking in the plans and expense accounts. |
| 2:30 | Adjournment |

# APPENDIX B

## Planning Strategies

A PLANNING STRATEGY



## NEEDS ASSESSMENT ACTIVITIES/RESOURCES

### STATE INPUTS

LOCAL PLANS
RESEARCH
- PROJECTS
- ENROLLMENT
- FOLLOW-UP
- PUBLICATIONS

MANPOWER DATA
STATE ADVISORY COUNCILS
SUPERVISORY STAFF
FIELD PERSONNEL
OTHER STATE AGENCIES

### LOCAL INPUTS

GRADUATES
COMMUNITY SURVEYS
STUDENTS
PARENTS
EMPLOYERS
ADVISORY COUNCILS
CITIZENS
TEACHERS
ADMINISTRATORS
SUPERVISORS/DIRECTORS

## RESOURCES ASSESSMENT

HUMAN

| | |
|---|---|
| STATE STAFF | ADMINISTRATORS/SUPERVISORS |
| FIELD PERSONNEL | * TEACHERS |
| TEACHER EDUCATORS | LAY CITIZENS |
| COOPERATING AGENCIES | STUDENTS (AIDES, ETC.) |

MATERIAL

| | |
|---|---|
| EQUIPMENT | MEDIA (A-V, ETC.) |
| SOFTWARE | FACILITIES |

FINANCIAL

| | |
|---|---|
| LOCAL FUNDS | FEDERAL FUNDS |
| STATE FUNDS | PRIVATE GRANTS |

## PRIORITY ESTABLISHMENT

| STATE | LOCAL |
| --- | --- |
| PREVOCATIONAL EDUCATION | (LOCALLY DETERMINED) |
| SALABLE SKILL FOR ALL YOUTH GROUPS | |
| PERSONNEL DEVELOPMENT | |
| CURRICULUM DEVELOPMENT | |
| PUBLIC UNDERSTANDING | |
| INFORMATION SERVICES | |
| RESEARCH | |

## DESIGNING THE PLAN

(FORMAT)

| GOALS | OBJECTIVES | OUTCOMES | | | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|---|
| | | 1973 | 1974 | 1978 | | | |
| | | | | | | | |

(ALTERNATE FORMAT)

| | STAFF RESPONSIBLE |
|---|---|
| | |

| GOALS | OBJECTIVES |
| --- | --- |
| (SALABLE SKILL FOR ALL)<br>3. TO EXPAND THE OPPORTUNITY FOR EACH STUDENT TO DEMONSTRATE A SALABLE SKILL UPON EXITING FROM SCHOOL. | 3.8 DURING FISCAL YEAR 1974 LOCAL EDUCATIONAL AGENICES WILL EXPAND COOPERATIVE EDUCATION PROGRAMS TO SERVE AT LEAST 8900 STUDENTS AT THE SECONDARY LEVEL. |

| OBJECTIVES | OUTCOMES | | | ACTIVITIES |
|---|---|---|---|---|
| | 1973 | 1974 | 1978 | |
| 3.8 DURING FISCAL YEAR 1974 LOCAL EDUCATIONAL AGENCIES WILL EXPAND COOPERATIVE EDUCATION PROGRAMS TO SERVE AT LEAST 8900 STUDENTS AT THE SECONDARY LEVEL. | 7800 | 8900 | 11,000 | 3.8.1 COOPERATIVE EDUCATION PROGRAM PLANNING ON A MULTI-AGENCY CONCEPT WILL BE FACILITATED DURING FISCAL YEAR 1974 BY THE DEVELOPMENT OF A DOCUMENT OUTLINING PROCEDURES FOR SUCH PLANNING.<br>3.8.2 AT LEAST ONE COOPERATIVE EDUCATION PROJECT THAT WILL SERVE HANDICAPPED STUDENTS WILL BE DEVELOPED AND IMPLEMENTED IN FISCAL YEAR 1974.<br>3.8.3 ETC. |

| ACTIVITIES | BUDGETED TOTAL FUNDS 1974 | BENEFITS 1975 - 1978 |
|---|---|---|
| 3.8.1 COOPERATIVE EDUCATION PROGRAM ON A MULTI-AGENCY CONCEPT WILL BE FACILITATED DURING FISCAL YEAR 1974 BY THE DEVELOPMENT OF A DOCUMENT OUTLINING PROCEDURES FOR SUCH PLANNING. | G $3000 | UTILIZING MORE COMMUNITY RESOURCES FOR CAREER PREPARATION AND PROVIDING FOR EXPLORATION, SKILL DEVELOPMENT, AND SKILL APPLICATION IN A REAL-LIFE SETTING. |
| 3.8.2 ETC. | | |

Planning Occupational Education Programs

NEEDS ASSESSMENT: HOW TO ESTABLISH EDUCATIONAL GOALS AND OBJECTIVES FOR YOUR SCHOOLS

Steps To Follow:

1. Receive authorization to establish goals and performance objectives in the area of occupational education (Board, Supt., etc.)
2. Obtain commitment from administrators to assist by securing the services of community participants.
3. Identify and solicit participation of personnel who are competent in their understanding and ability to write performance objectives. (If none available, training must be provided either by workshop or self-instructionally)
4. Identify and solicit participation of committee to work on needs assessment.
   a. Citizens at large (parents, representatives from business, service and cultural-religious organizations, ethnic groups, government, etc.)
   b. Educators (school board members, administrative staff, classroom teachers, classified personnel)
   c. Students
5. Select a representative community committee (task force) from #4. Strategies for such selection are discussed in communtiy relations literature.
6. Obtain comprehensive list of educational goals (available from Phi Delta Kappa (Bloomington, Indiana) or develop list.
7. Task Force begins meeting.
   a. Individually rank-order educational goals in order of priority.
   b. Reach concensus of the rank-order of educational goals in group process.
8. Task Force rates how well goals are being met by district or school.
   a. Individually/collectively rate: extremely poor, poor, fair but more needs to be done, leave as is, or too much is being done.
   b. Score how well goals are being met by district or school.

The process now shows that the district has goals, these goals are ranked in priority order, and, in some instances, these goals are not being met as well as they should be.

9. Identify gaps (discrepancies) between #7 (what ought to be) and #8 (what is).
10. Express gaps (needs) in terms clearly conveying to the community the desired level of performance each child should attain. Performance objectives written in measurable terms will satisfy the community's desire for easily descernible statements about the educational status of their schools and students.
11. Write performance objectives for designing new/revised programs or courses of instruction.
12. Develop management plan and instructional program design. (Profesional staff)
13. Implement instructional program.
14. Evaluate and revise as needed and continually monitor against goals.

# APPENDIX C

## Follow-up Program and Submitted Plans

Follow-up Clinic
for
PLANNING OCCUPATIONAL PROGRAMS
Memorial Union
Arizona State University - Tempe

Monday, May 21, Pinal Room 269S

| | |
|---|---|
| 1:00 - 1:05 PM | Welcome - Dr. Margaret Barkley, Project Director |
| 1:05-1:30 | "Planning Skills Reviewed" - Dr. James Zaharis<br>Consultant, Associate Director, Mesa Career Center |
| 1:30 - 2:15 | "Criteria For Approving Proposals and Applications"<br>Shirley Mannion, Deputy Associate Superintendent for Evaluation, Division of Vocational Education |
| 2:15 - 2:45 | Questions and answers |
| 2:45 - 3:45 | "Manpower Needs of Arizona" - Mr. John Vernon,<br>Research Analyst, Long Range Planning, Department of Economic Security |
| 3:45 - 4:45 | Small group critiquing of plans |

Tuesday, May 22

| | |
|---|---|
| 8:00 - 11:30 AM | Consultant assistance with individual and group plans |
| 11:30-12:00 | Beginning of reports of plans |
| 12:00 - 1:00 PM | Lunch - Memorial Union - Gold Room 211 |
| 1:00 - 2:00 | "Council of Government - What It Is and How It Functions"<br>Mr. Adolph Echeveste, Supervisor, Economic Opportunity Unit, Department of Economic Security |
| 2:00 - 2:15 | Questions and answers pertaining to Council of Government |
| 2:15 - 2:30 | Break |
| 2:30 - 4:00 | Report of plans |
| 4:00 - 4:15 | Expense sheets |
| 4:15 - 4:30 | Final remarks and evaluation |

# OCCUPATIONAL PROGRAM PLAN

## MESA HIGH SCHOOL DISTRICT #207

1.0 Provide additional career education training options for the secondary students of Mesa, Arizona.

1.1 Conduct a needs assessment survey of the students of Mesa.

1.1.1 Build an instrument to determine the needs of the students in career education.

1.1.2 Administer, tabulate, and analyze the results of the above instrument.

1.2 Select the career clusters to be represented in the FY-74 programs (and for the next five years) as determined from the survey and with input from the advisory committee(s).

1.2.1 Compare the needed career cluster training from the survey with on-going training programs in the existing Mesa high schools.

1.2.2 Analyze the nonoffered career training needs in relation to projected manpower needs.

1.2.3 Rank the results of steps .1 and .2 above in terms of priority.

1.2.4 Determine those needs to best be met through expansion of existing high school vocational programs and those which should be provided for in a separate central facility.

1.2.5 Develop objectives, courses of study, staffing, and facilities needed for the "add-on" courses, and implement them in the existing high schools.

1.3 Design a career oriented "Alternative" high school to be added to the Mesa secondary district.

1.3.1 Develop a sound rationale for such a school making full use of district administrative personnel in joint planning sessions.

1.3.2 Build a total curriculum with integrated academic and career programs compatible with both full-time and dual-registrant-student enrollment.

1.3.3 Educate all district counsellors to the proposed school and its programs.

1.3.4 Orient district high school students of the program offerings, and conduct pre-enrollment for the new school along with that for existing schools.

1.3.5 Determine the staff, space, equipment, and related requirements for the total program based upon the pre-enrollment figures.

1.3.6 Build a budget for the Alternative High School based upon the above requirements and making use of an existing campus presently being used for other purposes.

1.3.7 Recruit a complete staff to include administration, teaching, clerical, and custodial personnel; and set up an organizational plan.

1.3.8 Finalize course objectives and courses of study for the various programs through inservice training and work sessions.

1.3.9 Finalize facilities and equipment lists and order same, making full use of the teaching staff and district specialists to insure maximum effectiveness.

1.3.10 Develop an on-going evaluation plan for the new school programs utilizing student, teacher, administrative, and advisory committee evaluations to determine the effectiveness of the activities; and provide direction for future improvement and revision of the career education offerings.

CHANDLER HIGH SCHOOL

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| 1.0 Provide a program where students can develop entry level skills in T.&I. areas<br><br>2.0 Provide on the job training for those 12th grade students who have completed the 11th grade course in their selected vocational area. | 1.1 Students will develop competency in 80% of the areas covered in the finish carpentry and cabinet making field | | 15 to 25 students | | | |
| | 1.2 Students will develop competency in 80% of the areas covered in the rough carpentry and framing field | | 15 to 25 students | | | |
| | 1.3 Students will develop competency in 80% of the areas covered in the masonry field | | 15 to 25 students | | | |
| | 1.4 Students will develop competency in 80% of the areas covered in the architectural drafting field | | 13 to 20 students | | | |
| | 1.5 Students will develop competency in 80% of the areas covered in the engineering drawing field | | 13 to 20 students | | | |
| | 1.6 Students will develop competency in 80% of the air conditioning and heating field | | 15 to 25 students | | | |
| | 1.7 Students will develop competency in understanding the function of the systems involved in the auto mechanic field | | 40 to 60 students | | | |

BUCKEYE UNION HIGH SCHOOL

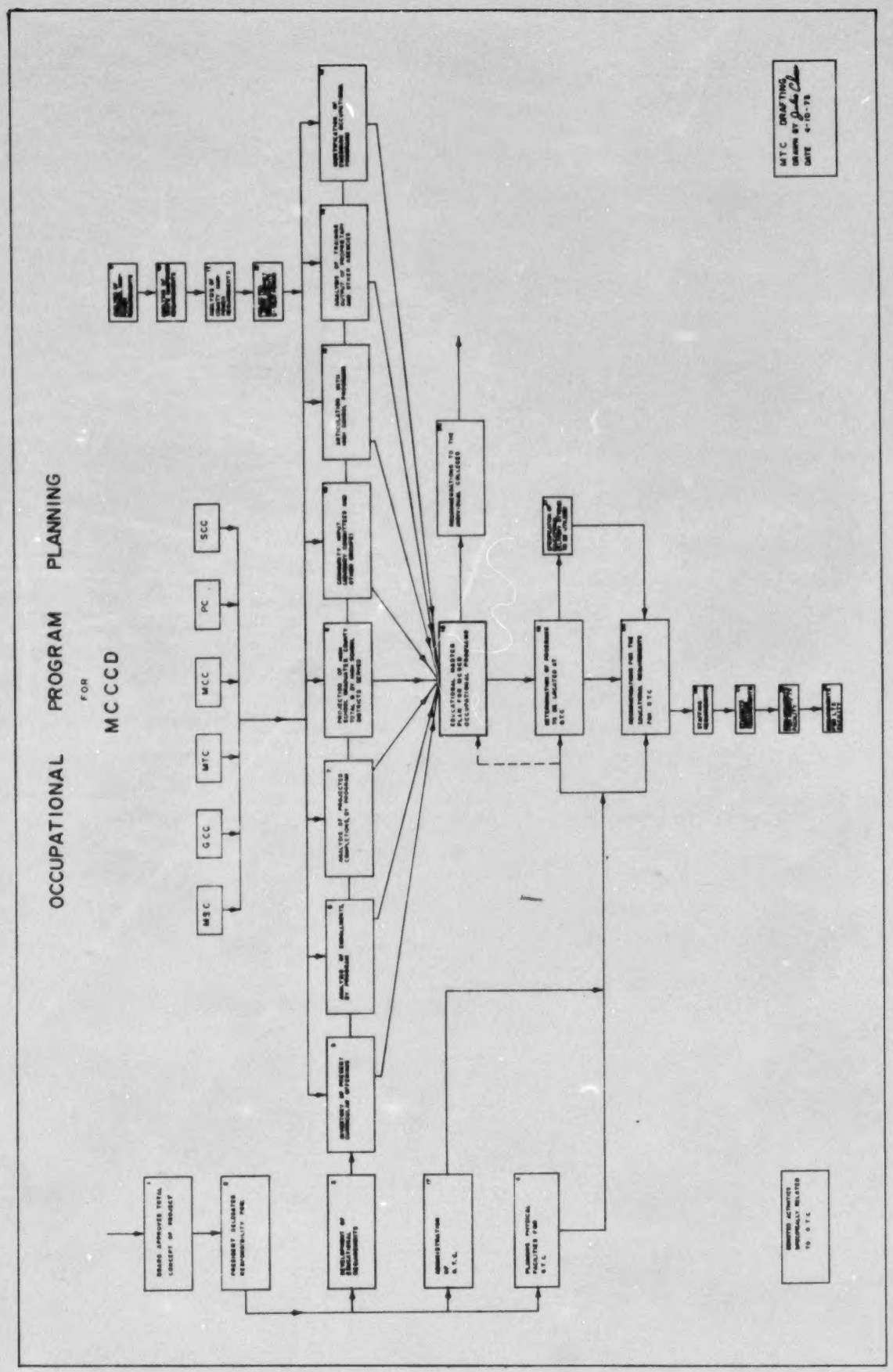
| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| 1.0<br>To develop a relevant home economics program for Buckeye Union High School for 1974-75 and to project plans through 1979 | 1.1<br>By the beginning of the school year '74-75 the home economics program will be developed by the home economics department so that it meets student career development needs and is articulated with the school goals<br>1.2<br>To increase learner options, if the needs indicate this | | 10% | 1.1.1<br>A student consumer needs survey, dealing with consumer problems will be developed as a questionaire that students and parents would complete<br>1.1.2<br>Establish an active home economics advisory committee<br>1.1.3<br>The summary of the consumer problems survey will be received by the advisory committee and the home economics staff<br>1.1.4<br>Plans will be made to articulate elementary and high school classes<br>1.1.5<br>The home economics staff and administration will develop the home economics courses that give major emphasis to the school goals and the consumer education needs emphasized in the survey | $150 | Students who successfully complete the courses in which they enroll will be prepared with knowledge and skills for their consumer and family roles.<br><br>Students will have limited career preparation<br><br>Students will have a positive attitude toward the courses in home economics |

ALCHESAY HIGH SCHOOL

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| 1.0 To provide occupational training with special emphasis on development of positive job attitudes for the students of Alchesay High School | 1.1 A diversified occupational program involving at least 20 students from the areas of home economics, auto shop, building trades and business will be organized | | 20 students trained | 1.1.1 On the job learning experiences will be designed to help the students overcome cultural differences regarding work attitudes, i.e., promptness, dependability, responsibility, enthusiasm, pride in accomplishment | | |
| | 1.2 The students will reach employable status as evidenced by placement in jobs | | | 1.1.2 Learning experiences will be provided in grooming, applying for a job, and job interviews | | |
| 2.0 To develop a summer coop-program | | | | 2.1.1 The students will work in and around the reservation (trading posts, bakery, service stations, B.I.A. offices, Tribal offices, hospital, hotel) under the supervision of the teacher-coordinator and the employer | | |

PLAN FOR MOHAVE COUNTY

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| Expand agricultural experiences to include a second year exploration of agriculture specialties, and continue planning for the third and fourth year of agriculture specialization. | 1.1 Develop second year curriculum for students continuing in Agriculture Education | | | 1.1.1 Conduct needs and interest survey to establish curriculum design | 1.1 11,500 | Provide sound basis for permanent growth of agriculture program |
| | | 75 | 45 | 1.1.2 Prepare performance based curriculum according to to needs and interest | | Develop specialization to fit local needs and interest |
| | 1.2 Enroll 60% of the first year students in second year program | | | 1.2.1 Develop realistic motivational activities for first year students to encourage advanced pursuits | | Realization of advanced agriculture courses |
| | 1.3 Add necessary facilities to provide for realistic hands on experiences for students in five specialty areas | | | 1.3.1 Survey existing facilities to assure realistic hands on experiences | 1.3 1,500 | |
| | | | | 1.3.2 Determine facility adequacies for implementation | | |
| | 1.4 Develop plans for third and fourth year specialization | | | 1.4.1 Survey available materials and select to fit local needs | | |
| | Other Objectives<br>2.1 Provide a redirection of woods program to give a vocational emphasis in building trade related occupations<br>3.1 Expand electronics offerings to include career specializations<br>4.1 Introduce pre-vocational experiences for 7th and 8th grade students to provide | | | Other Objectives continued<br>wide exploration of a variety of occupational fields<br>5.1 Extend automotive program specializations to include regional requirements in marine mechanics | | |




MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

LITTLETON SCHOOL DISTRICT

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| 1.0 To interest the junior high students in continuing their education into high school by increasing hands on experience in pre-vocational programs | 1.1 To provide opportunities for 7th and 8th grade students to become acquainted with vocational options open to them in high school | Decrease dropouts by 10%<br><br>Increase high school enrollment by 10% | | 1.1.1 All 7th and 8th grade students will be surveyed through a questionnaire by their classroom teacher to identify first, second and third choices regarding careers<br><br>1.1.2 To use students from HERO program as student laboratory aids in the Home Economics Department<br><br>1.1.3 To have each 8th grade student shadow a 10th grade student for one day at the local high school<br><br>1.1.4 Each 9th grade student will spend a minimum of six hours with a high school counselor to acquaint him with vocational courses offered in the high school | for-<br>teachers<br>field trips<br>HERO aids<br>counselors<br>student exchange | To increase the enrollment in the high school and to prevent dropouts from the 8th to 9th grade |

ISAAC SCHOOL DISTRICT

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| 1.0 To interest 7th and 8th grade students in continuing their education into high school by increasing hands-on-experiences in prevocational programs. | 1.1 To provide opportunities for 7th and 8th grade students to become acquainted with vocational options open to them in the local high school<br><br>1.2 To provide students with an opportunity to engage in preoccupational skill-building classes from which decisions can be made for further explorations of specific occupations<br><br>1.3 To involve teachers in incentive reward programs to increase teacher commitment to the program of prevocational awareness<br><br>1.4 To involve parents in an incentive reward program to expand their awareness of vocational options open to the students in the local high school | 10% reduction of drop-out rate | | 1.1.1 By October 1, 1974 all 7th and 8th grade students will be surveyed through questionnaires administered in the classroom<br><br>1.1.2 During the 1974-75 school year the HERO program in the high school will be used as Laboratory Aides to work with 7th and 8th grade students<br><br>1.1.3 By the end of the '74-'75 school year each 8th grade student will "shadow" a 10th grade (or 11th grade) student for one day at the local high school<br><br>1.1.4 During the 1974-75 school year each 7th and 8th grade student will spend a minimum of two hours in small group conferences with high school counselors to discuss course offerings in the local high school.<br><br>1.2.1 Student interest survey will be administered to all six 7th and 8th grade students by the end of September, 1974 to determine the type of pre-occupational classes which should be established. | for:<br>teachers<br>teacher aides<br>field trips<br>student exchanges | To remediate the drop-out rate of students going from elementary to high school<br><br>STAFF RESPONSIBLE<br><br>1.1.1 Classroom teacher<br>1.1.2 Department chairman<br>1.1.3 Department chairman classroom teacher<br>1.1.4 Department chairman Classroom teacher |

NAVAJO COUNTY COMMUNTIY COLLEGE DISTRICT

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| 1.0 To provide career preparation and/or occupational education to the people of Navajo County<br><br>2.0 To provide programs in the worthy use of leisure time<br><br>3.0 To provide guidance and counseling services for the members of the communities | 1.1 During the Fiscal Year 1974, Navajo County Community College District will assume the educational services that have been previously offered by Eastern Arizona College and Yavapai Community College in Navajo County<br><br>1.2 During the Fiscal Year 1974, the President will plan and develop 5 mini college centers throughout Navajo County<br><br>1.3 To make a needs assessment of the community throughout Navajo County | | | | | |

PAGE HIGH SCHOOL

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| 1.0 To provide the youth of our community with programs which give the students an opportunity to acquire skills necessary for successful employment in their chosen careers | 1.1 After an evaluation of existing occupational programs, these programs will be updated to better meet student needs | | | 1.1.1 All occupational personnel will meet, discuss the evaluation, and make suggestions for improvement of existing programs. (State staff members could serve as resource people)<br><br>1.1.2 Each instructor will revise the curriculum content to better meet student needs<br><br>1.1.3 Each instructor will keep abreast of current development in career education and vocational education<br><br>1.1.4 A local workshop will be held to provide in-service training for vocational education personnel | | Staff becomes aware of problems within the program<br><br>Revised curriculum will help meet students needs<br><br>Utilizing current developments in the curriculum<br><br>Providing personnel with information from state department |

NORTHERN YUMA COUNTY HIGH SCHOOL DISTRICT

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| 1.0 Individual school districts will plan for the expansion of skill preparation | 1.1 Provide a broader opportunity for all students in high school to elect courses of a greater interest to them | | | 1.1.1 Needs assessment | $1,250 | |
| | | | | 1.1.2 Cut out programs not of interest to students | | |
| | 1.2 Increase the career preparation courses | | 20% | 1.1.3 Add more acceptable courses | | |
| | | | | 1.1.4 Make survey of student interest | $250 | |
| | 1.3 Design the necessary human and material resources to accomplish this plan | | | 1.1.5 Make use of local people | | |
| 2.0 To provide increased opportunities for all students to possess saleable skills upon exit from high school | 2.1 That students will be able to identify their role in the world of work | | | 2.1.1 Establish mini courses for 9th and 10th grade classes around the cluster concept | $3,600 | |
| | 2.2 To organize a commercial art class providing the artistic students an opportunity to develop a salable skill | | | 2. . Psuedo classes establishing business functions | 3.600 | |
| | 2.3 To refocus the offerings of electronics to be of greater interest to a variety of students | | | 2.3.1 Students put electricity kits together in class | 720 | |
| | 2.4 To establish a HERO program | | | 2.4.1 Involve parents | | |

OCCUPATIONAL PROGRAM PLANNING

Pima Community College (Example)

| GOALS | OBJECTIVES | ACTIVITIES | BENEFITS OR OUTCOME | PERSON RESPONSIBLE |
|---|---|---|---|---|
| 1. To increase the opportunities for Pima Community College students to pursue occupational education programs. | 1.1. During fiscal year 1974, the enrollment in occupational programs will be increased by approximately 10% to approximately 3790 students. | 1.1.1. A Park and Forestry Service program will be instituted to serve approximately 25 students. | Provide an additional occupational choice for students and a source of trained personnel for the park and forest services. | Brooks |
| | | 1.1.2. A dental lab technician program will be instituted for approximately 15 students. | Provide an additional occupational choice for students and a source of trained personnel for dental labs in the state. | Brajevich |
| | | 1.1.3. Provide for increased enrollment in existing occupational programs to approximately 3750. | Provide expanded occupational education opportunities for students. | Division Directors |

PARADISE VALLEY HIGH SCHOOL

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| 1.0 To increase student awareness of vocational programs on the secondary level | 1.1 By September, 1975, the secondary students will be aware of vocational education through an effective public relations program | Increased Enrollment | | 1.1.1 Develop a plan for effective public relations program | $400 | Informed school counselors able to give students needed information |
| | | | | 1.1.2 Establish an interview with counselors | | School personnel informed about vocational programs |
| | | | | 1.1.3 Present a slide presentation to school personnel, students, school board, and community | | Students aware of increased number of vocational programs and desire to enroll |
| | | | | 1.1.4 Prepare a handout booklet about the vocational education program | | |
| | | | | 1.1.5 Establish a community advisory council for vocational programs | | |
| | | | | 1.1.6 Establish a coordinating council of secondary school vocational education faculty members | | STAFF RESPONSIBLE<br>1 Department Chairman<br>Vocational Teachers<br>1 Principal |

PIMA COUNTY CAREER EDUCATION

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| 1.0 To assess placement services for students exiting from high school | 1.1 An assessment will be conducted during Fiscal Year 1974 to determine the need for placement services for students exiting from high school. (incomplete) | | Written plan<br>1975 pilot test plan<br>1976 revised plan | 1.1.1 By Sept. 1, 1973 develop instrument to assess Arizona Employment Service programs currently being provided to high school students.<br><br>1.1.2 By Oct. 1, 1973 assess Arizona Employment Service programs currently being provided to high school students<br><br>1.1.3 By Nov. 1, 1973 obtain all written information relating to student placement services from six existing placement programs of each geographical area.<br><br>1.1.4 By Jan. 15, 1974 all information will be scrutinized for those portions which appear to be applicable to the metropolitan Tucson area<br><br>1.1.5 By March 1, 1974 possible applicable portions of existing placement services in the six geographical areas will have been visited | $21,000 | Provide placement services for students exiting from high school<br><br>Staff Responsible<br><br>Project director and cadre of district coordinators |

SAN SIMON HIGH SCHOOL

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| **1.0** To increase the enrollement in career related classes | 1.1 Change the traditional image of home econmmics to home economics related occupations which are more relevant to the students | | | 1.1.1 Offer units in the curriculum which will allow the students to select a more specific area which thereby becomes job related; i.e., instead of Home Economics I, II, III, & IV offer Foods, Clothing, Money Management, and Child Development | | |

RICE SCHOOL DISTRICT

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| 1.0 To have a home eocnomics and Industrial Arts program for 7th and 8th grades | 1.1 Establish type of programs desired | | | 1.1.1 Visit State Department<br><br>1.1.2 Visit other school programs<br><br>1.1.3 Acquire information from the different universities | use present travel funds | Receive necessary information to establish programs desired<br><br>Staff Responsibile<br><br>School administration |

VALLEY UNION HIGH SCHOOL DISTRICT

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| 1.0 Develop skills to enter the world of work | 1.1 All high school students will possess employable skills upon completion of the program | | | 1.1.1 Employ two staff members in the area of auto mechanics and office practice One of whom shall be designated coordinator. | 20,500 | |
| | | | | 1.1.2 Integrate all programs while setting up classes | | |
| | | | | 1.1.3 Teacher retraining clinic | 4,250 | |
| | | | | 1.1.4 Pre-test all students ACT/CPP | 900 | |
| | | | | 1.1.5 Set up work study programs. Co-op students will commute to Douglas | 1,800 | |
| | | | | 1.1.6 Second retraining clinic | | |
| | | | | 1.1.7 Initial follow-up on those placed on Co-op | | |
| | | | | 1.1.8 Third retraining clinic | | |
| | | | | 1.1.9 Post testing | 900 | |
| | | | | 1.2.0 Follow-up interviews with employers | | |
| 2.0 Students will gain information needed to make job selections | 2.1 Students will understand the variety of occupations found in the world of work | | | 2.1.1 Utilize community resources and media | 1,100 | |

Valley Union High School District Continued

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| | 2.2 Students will identify characteristics which differentiate between jobs | | | 2.1.2 Community resources, media, hands on experience | | |
| | 2.3 The student will recognize that his career includes progression through developmental stages of educational and occupational experiences. | | | 2.J.3 Field trip, OVIS | | |
| | 2.4 The student will understand the variety of occupations found in the world of work | | | 1.1.4 Work study, CPP | | |

WINDOW ROCK HIGH SCHOOL

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| 1.0 Increase enrollment in vocational education classes | 1.1 Implement diversified occupational program at Window Rock High School during '74-75<br><br>1.2 Design our present home economics program toward a more meaningful employment.<br><br>1.3 To recruit from other career preparation courses students into the D.O. so they can gain actual job experience. | 100 | 130 | 1.1.1 To develop materials which will stimulate interest in vocational by 33-1/3%<br><br>1.1.2 Conduct surveys to determine curriculum design.<br><br>1.1.3 To conduct job need surveys of community | $11,800 | Realize a more meaningful curriculum to meet the student need and interest of the Window Rock High School area |

WASHINGTON ELEMENTARY SCHOOL DISTRICT # 6

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| 1.0 To provide for the need of the student in terms of occupational careers | 1.1 The student will be able to become aware of the career clusters related to home economics | | | 1.1.1 Invite community interested people into class<br>1.1.2 Field trips to occupation clusters<br>1.1.3 Films<br>1.1.4 WACOP material<br>1.1.5 Fairs<br>1.1.6 Units of study<br>1.1.7 Equipment brought in<br>1.1.8 Day on job<br>1.1.9 Counselor visitation<br>1.1.10 Student year or two older comes back and relates experiences | District<br>Federal<br>State | Students will be more aware of community career possibilities and area possibilities |

SUNNYSIDE HIGH SCHOOL

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| 1.0 To improve occupational education opportunities for all Sunnyside High School students<br><br>2.0 To provide each student in Sunnyside High School the opportunity to obtain a salable skill at entry level and acceptable attitudes and habits towards proper working conditions<br><br>3.0 Establish a strong vocational advisory and active committee | 1.1 Each Sunnyside student will receive adequate career guidance so they can make a knowledge choice concerning a future occupation as evidenced by an actual choice which is compatible to his aptitudes and interest.<br><br>1.2 Upon completion of the required occupational courses, graduating students at Sunnyside High School will have a salable skill and related knowledge in his chosen field at entry level as evidenced by successfully passing a teacher made or standard manual performance test.<br><br>1.3 Each student completing the occupation courses of his choice will possess<br>a. awareness of proper human relations<br>b. acceptable attitude towards work ethic<br>c. will have a positive self concept and confidence of his ability to perform his task as measured by attitude, sociogram and value inventory during his tenure at Sunnyside High School | | | 1.1.1 Establish career guidance center<br><br>1.1.2 Employ career counselor and para-professional<br><br>1.1.3 Purchase materials and equipment for learning center<br><br>1.1.4 Teacher and counselor workshop in proper use of career center | $5,000<br><br>10,000<br><br>3,800 | |

YUMA UNION HIGH SCHOOL

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| 1.0 To assess vocational needs at Yuma Union High School | 1.1 An assessment would be conducted during Fiscal year 1974 to determine the vocational educator needs for new curriculum development expansion and revision | | | 1.1.1 Task force would be established composed of laymen, pupils, teachers, counselors etc., and advisory boards to study updated available information on:<br>a. employment available<br>b. why pupils are dropping out<br>c. what happens to graduates<br>d. what vocational classes are over-flowing<br>e. student interest survey<br>f. population trends<br>g. facilites available | | |
| 2.0 To coordinate local plan with county | 2.1 An assessment will be made of the present vocational program to determine where we are | | | 2.1.1 Work with county coordinators advisory boards to determine where we are in the county | | |
| 3.0 Provide sufficient information and course description to encourage enrollment increases | 3.1 Increase enrollment by 5% | | | 3.1.1 Departmental chairman take leadership in writing course description and in the development of acquainting pupils with vocational education | | |
| 4.0 Provide leadership in the up grading of the FEAST program | 4.1 Assess why pupils drop out of program. | | | 4.1.1 Determine why pupils drop out | | |
| | 4.2 Reactivate advisory board | | | 4.1.2 Determine how pupils enter | | |
| | 4.3 Develop course outline | | | 4.1.3 Reactivate and reorganize advisory board | | |

TUCSON PUBLIC SCHOOLS

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| 1.0 To assist teacher and teacher/coordinator in writing projects and proposals for vocational education programs as required for funding for fiscal year 1975. | 1.1 By December, 1974, all proposals and programs for vocational programs will meet requirements of the State Plan for Fiscal Year 1975. | | | 1.1.1 Pre-workshop activities<br>a. Obtain approval for workshop from Director of Personnel Department for funding, including his serving as consultant and leader<br>b. Secure approval of tentative plan by local district.<br>c. Agree on workshop for coordinators (tentative date August 16)<br>d. Select participants<br>e. Secure needed information and materials<br>1. manpower needs<br>2. Job analysis<br>3. Course outlines<br>4. Formats for writing proposals<br>5. Other materials | $ 210. | |
| | | | | 1.1.2 Workshop for teachers and teacher/coordinators<br>a. Notify participants<br>1. One Horticulture teacher<br>2. Three Homemaking<br>3. Ten Business Ed. and D.E.<br>4. Ten Trade and Industrial<br>5. Five Special Needs<br>b. Set dates (tentative - August 20-24) | | |

Tucson Public Schools (continued)

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| | | | | c. How to write goals, objectives, activities and evaluation.for proposals<br>d. Presentation on writing goals, objectives, activities and evaluation.<br>e. Teacher write program proposals as required for funding for fiscal year 1975. | $5,285. | |

GOALS, OBJECTIVES AND ACTIVITIES FOR FY 1974 YUMA COUNTY PLAN FOR VOCATIONAL EDUCATION

COUNTY COORDINATOR'S OFFICE

| GOALS | OBJECTIVES | ACTIVITIES |
|---|---|---|
| 1. To assure that all instruction is relevant to the real life concerns of students so that they develop basic skills, knowledges & values essential for success in career choice. | 1.1 Give 30% of the teachers of General Education subjects a broad exposure to the world of work by illustrations, examples, use of community resource speakers and etc. | 1.1.1 Surveys and other information gathering techniques will be used in collecting data for improvement of curriculum. |
| | | 1.1.2 Assist teachers, counselors and administrators in identifying areas, resource speakers, field trip sites and on-job experience sites. |
| | 1.2 Teachers involved in workshops and other training sessions on methods of instruction and curriculum development in career and vocational education will increase 5% in FY 74. | 1.2.1 Organize workshops and training sessions and special institutes for teachers of all grades and subjects. |
| | | 1.2.2 Provide materials resource lists to all teachers who desire it. |
| | | 1.2.3 On-site evaluation of career and vocational education programs will be conducted in cooperation with ADE staff and relate the information gained to the improvement of curriculum in all schools and subject matter involved. |
| | 1.3 Increase by 10% the subject matter areas in the Jr. High and high school that include the integration of career and vocational information into the regular subject matter presentation. | 1.3.1 Provide texts and other written materials demonstrating the integrating function to all teachers who indicate an interest in including career information in the regular presentation. |
| | | 1.3.2 Provide demonstrations by experts either in person or by film on the methods used in integrating career and vocational information into the regular subjects. |

| GOALS | OBJECTIVES | ACTIVITIES |
|---|---|---|
| | 1.4 Increase by 5% the number of out-of-school youth and adults that complete the requirements for high school and/or up grade their skills. | 1.4.1 Expand the offering of the completion school and community school. |
| 2. To continue providing opportunities for youth and adults to help prepare them for employment | 2.1 Provide the latest information about careers, placement, jobs and employment. | 2.1.1 Enroll 300 adults and out of school youth in the community school and completion school programs in the Yuma Union High School District facilities. |
| | | 2.1.2 Engage on an active basis the services of the employment service. |
| | | 2.1.3 Visit each school and vocational program in the county at least twice during FY 74 for the purpose of evaluating the effectiveness of the program and collecting information to use in suggesting improvements in lesson presentation and program content. |
| | 2.2 Provide avenues of discovery of interests and abilities for Jr. High and high school students. | 2.2.1 Assist counselors and teachers with materials and equipment to be used by students. |
| | | 2.2.2 Cooperate with the career education project and provide the services of trained V.E.G. counselor. |
| | 2.3 Explore avenues of productive activities that challenge and expand students individual talents. | 2.3.1 Use information from student surveys to provide activities and resources of the community where students may gain information and experience in their special interest cluster. |

| GOALS | OBJECTIVES | ACTIVITIES |
|---|---|---|
| | 2.4 Provide opportunity to learn the wide exercise of freedom of choice, self-direction, self-discipline and responsibility | 2.4.1 Enroll 85% of all vocational students in the youth club of that program |
| | | 2.4.2 Provide opportunities for students to make choices of activities by pointing out the options through group and individual counseling. |
| 3. Organize and implement an exploratory program in each of the career fields open to students in our county. | 3.1 Explore the knowledge and skills and personal requirements common to the broad family of occupations to provide easy transfer within the cluster through the social studies classes in the Jr. High and secondary school classes. | 3.1.1 Assist the Career Education project with conduct of 5 workshops in the county to prepare teachers with the "world of work" emphasis. |
| | 3.2 Provide a library of information and materials on career clusters to each Jr. High and high school in the county. | 3.2.1 Work very closely with the Career Education Project in selection, cataloging and delivering of cluster materials and information. |
| | | 3.2.2 Assist each Jr. high and high school in the county in the development of new course and curriculum offerings. Special emphasis on 7th and 8th grades. |
| | 3.3 Obtain community resources for expanded coop work experience and observation activities. | 3.3.1 Use community resources to provide exploratory experiences through additional coop classes and observation programs. |
| | | 3.3.2 Make available to all schools the community resource book developed by the Career Education extension class. |

| GOALS | OBJECTIVES | ACTIVITIES |
|---|---|---|
| 4. To provide a comprehensive articulated program in career and vocational education in the Jr. high and high schools in Yuma County. | 4.1 All county Jr. high and middle schools provide an explaratory "Hands-on" program in at least one area of study. | 4.1.1 Secure the assistance of ADE personnel in evaluating the existing programs and identifying ways of expanding the hands-on effort with a minimum of expense to the districts. |
| | | 4.1.2 Conduct one workshop for those teachers who plan a "Hands-on" exploratory program to assist them in the planning and implementation phases. |
| | 4.2 All county high schools provide an extensive career preparation program becomming the primary career preparation center in the respective community. | 4.2.1 Through the District #4 MAPC and related planning agencies assist the high schools with securing data which identifies manpower needs for planning training programs. |
| | | 4.2.2 Expand the work study programs so that 100% of county high schools are involved. |
| | 4.3 Provide leadership in a program of articulation of vocational programs between high schools and Arizona Western College. | 4.3.1 Secure assistance of ADE staff in evaluation and programming which will expand the areas of articulation within disciplines and across subject matter lines. |
| | | 4.3.2 Organize a joint workshop with high schools and Jr. college staffs to plan ways of expanding the articulation effort. |
| | 4.4 Reach all parents in the county with a program of information that will help them accept the reality that all young people must have the opportunity | 4.4.1 Circularize county parents with at least two "newsletter" type communications during the year providing career information. |
| | | 4.4.2 Provide students with "take home" brochures and pamphlets using the counselors. |

| GOALS | OBJECTIVES | ACTIVITIES |
|---|---|---|
| 5. Reorganize and expand guidance services. | 5.1 During FY 74 improved guidance services will be provided so that Jr. high and high school students will have expert assistance in assessing personal interest, aptitude and abilities toward making a wise career choice. | 5.1.1 Assist local education agencies in reviewing counseling & guidance program with view to make it less administrative and more counseling and guidance by training teachers in group and individual counseling techniques. |
| | | 5.1.2 Set up at least two workshops to help train teachers in the counseling function for 7th and 8th grade. |
| 6. Design programs of training that give students opportunity to acquire skills for entry level employment or continued education and training at college level or in business and industry. | 6.1 Redesign high school vocational programs around the 15 U.S.O.E. career clusters. | 6.1.1 Work with teachers of vocational programs during FY 74 to evaluate the on-going programs and make adjustments to make their courses conform to career cluster concept. |
| | 6.2 During FY 74 an increased emphasis will be placed on assisting students in 9th and 10th grades toward making more specific career choices. | 6.2.1 Ref. Goal #5 and its activities |
| | | 6.2.2 Involve 9th and 10th grade students in "career day" activities. |
| | 6.3 Work toward changing the thinking and attitude of the teachers of general education subjects and the general public toward career preparation programs. | 6.3.2 Ref. Goal #4. |

| GOALS | OBJECTIVES | ACTIVITIES |
|---|---|---|
| 7. Encourage expansion of youth organizations as a regular part of the on-going instructional program for leadership development. | 7.1 Provide leadership training through the respective youth organizations. | 7.1.1 Assist local clubs and youth organizations in leadership activities by serving as resource speaker, contest judge, and etc. wherever needed in the county. |
| | | 7.1.2 Make available the latest research material on youth organizations to all schools where applicable. |
| | 7.2 Each vocational program have an organized club as a part of the instructional program for leadership training. | 7.2.1 Assist when indicated with the organization of new clubs, ie VICA at A.W.C. and others. |
| 8. Provide opportunity for advanced occupational preparation and up-grading occupations must be readily accessable thru community college program. | 8.1 Community colleges and high school cooperatively plan articulated educational programs that will enable students to achieve their career goals. | 8.1.1 Work closely with college disseminating information and materials from LEA's concerning college offerings and helps. |
| | | 8.1.2 Assist each school in the county with the filing of local plans and applications for vocational and career education and assist in meeting the January deadline. |
| | 8.2 Promote joint use of facilities for guidance and counseling programs, vocational & academic advancement opportunities and instructional staff. | 8.2.1 Encourage the students of the high schools to enroll in advanced and/or specialized classes at the Jr. college by making sure at least two contacts per year is made with an explanation of the offerings. |

| GOALS | OBJECTIVES | ACTIVITIES |
| --- | --- | --- |
| | 8.3 Emphasize cooperative method of instruction in each high school and Jr. college. | 8.3.1 Expand the special education program by 10% and provide work experience for 20 special education students. |
| | | 8.3.2 Expand the county's cooperative education programs to include 400 students. |
| | | 8.3.3 65% of the teachers (K-14) of the county will be involved in at least one work-shop and one training session on the world of work emphasis. |
| | 8.4 Unified thrust and articulation with all educational agencies pulling together so that needs for career education and training can be met. | 8.4.1 Provide assistance to the Career Education Project so that the activities of vocational education and career education becomes a joint effort in serving the youth of the county. |
| | | 8.4.2 Provide liason between ADE and LEA's promoting career and vocational education at all levels (K-14). |

UNIVERSITY OF ARIZONA
HOME ECONOMICS DEPARTMENT

Introduction

The purpose of this project is to take the initial step of a five-year plan for pre-service and in-service education of Home Economics teachers. The goals of this five-year plan related to this proposal are:

I. To identify competences needed by beginning teachers and to devise appropriate learning experiences in the following areas:

   A. Strategies for developing an occupational program

   B. Integration of home economics programs with career education programs

   C. Development of techniques necessary for coordinating cooperative work experiences

II. To improve in-service teacher competences in the following areas:

   A. Long range planning for occupational programs

   B. Public relations skills

   C. Community involvement in program development (initiating/cooperating in local needs assessments and planning of school/community occupational education)

   D. Club related activities
      1. local club as it relates to state and national organization
      2. coordination of club and classroom activities

Related to the competences stated in Section I, this project is set up to develop modules of assistance for use by selected in-service teachers in the following areas:

Selecting and working with Advisory Committees

Strategies of community needs assessment for occupational programs

Materials will be produced to promote these competences of in-service teachers. The learning modules developed will be suitable for use by individual teachers or in a group learning situation.

Needs

The need for help in developing the above stated competencies was identified through the Clinic for Occupational Programs and concerns expressed by 100 in-service home economics teachers contacted by the Project Teacher Educator. The Division of Home Economics Education is concerned to help those teachers who wish to further implement existing programs or begin new programs. Beginning teachers have particular need for assistance in improving these competencies in their first actual teaching situation.

Goals and Objectives for the Project with Activities and Evaluation Indicated

1.0 To develop two individualized learning modules to help selected in-service teachers improve their competent performance in one or both of the following: 1) selecting and working with advisory committees, and 2) strategies of community assessment.

1.1 By June 20, 1973, consultants will have produced two individualized learning modules that will include audio-visual materials, suitable case studies, readings and simulation materials with directions for use.

1.1.1 Hire consultants

1.1.2 Develop materials and objectives for learning for reaction by University of Arizona Home Economics Staff.

1.1.3 University Home Economics staff react to tentative materials.

1.1.4 Appoint panel of experts and teacher consultants.

1.1.5 Panel of experts evaluate learning modules.

Evaluation

A panel of teachers experienced in occupational programs will react to and evaluate the materials developed. These materials will also be evaluated by a panel of experts consisting of personnel from the Home Economics section of the Division of Vocational Education and University of Arizona Division of Home Economics Education staff.

Monitoring

The monitoring will be done by Mrs. Clio Reinwald, Home Economics Supervisor, Division of Vocational Education.

Dissemination

Copies of materials developed, recommendations of the panel of experts, and final report will be submitted to the Division of Vocational Education. Materials will be made available to the Research Coordinating Unit. These materials will be used experimentally by selected teachers served by the Division of Home Economics Education at the University of Arizona in the fiscal year of 1974 and following.

FLOWING WELLS HIGH SCHOOL

| GOALS | OBJECTIVES | OUTCOMES 1973 | OUTCOMES 1974 | ACTIVITIES | FUNDS | BENEFITS |
|---|---|---|---|---|---|---|
| 1.0 To develop goals and the role of career and occupational education in the Flowing Wells District | 1.1 Create advisory councils in each occupational curriculum area | 4 | 4 | 1.1.1 Advisory Council meetings in each of four areas. | | Help develop and evaluate programs |
| | | | | 1.1.2 Evaluate occupational programs. | | Develop guidelines for programs |
| | 1.2 Create task force for career and occupational education | 1 | 1 | 1.2.1 One week workshop | $1500.00 | |
| | 1.3 Develop programs to inform the community | 10 | 20 | 1.3.1 F.W. district Newsletter. | | Community Support |
| | | | | 1.3.2 High School Newspaper | $10,000 | Publicity |
| | | | | 1.3.3 Local news media articles | 5,000 | |
| | 1.4 Identify all high school teachers role in career and occupational education. | 60 | 68 | 1.4.1 One day workshop | 1800.00 | Get all teachers involved |
| | 1.5 Evaluation of total career curriculum | 1 | 1 | | | |
| 2.0 Continue existing occupational programs | 2.1 Determine needs of students and local community | 4 | 4 | 2.1.1 Need assessment for each curriculum area | | Determine directions for each program |
| | | | | 2.2.1 Student follow-up | | Changes when necessary |
| | 2.2 Evaluate each program | 4 | 4 | 2.2.2 Advisory councils<br>2.2.3 Teacher administration on going evaluation | | Offer students best quality education possible for F. W. district |
| 3.0 Establish new occupational programs | 3.1 Determine needs of students and local community | 1 | 1 | 3.1.1 Needs assessment<br>3.2.1 Planning sessions<br>3.2.2 Recommendation of new curriculum | | |
| | 3.2 Establish new advisory council | 1 | 1 | 3.3.1 Student follow-up<br>3.3.2 Advisory Council | | |
| | 3.3 Evaluate program | | | 3.3.3 Teacher administrator on going evaluation | | |

Objective: Consultants will be hired to develop learning modules that will include audio-visual materials, suitable case studies, readings and simulation materials with directions for use.

| | |
|---|---|
| Subtotal | $1,321. |
| Fringe (11%) | 106. |
| Total | $1,427. |

| Major Activity | Specific Events | Required Personnel | Total Cost | Allocation by Month | | |
|---|---|---|---|---|---|---|
| | | | | April | May | June |
| Development of materials for in-service teachers | Employ personnel | 2 Consultants 18 days @ $25/day | $900. | $300. | $300. | $300. |
| | | Travel | 30. | 10. | 10. | 10. |
| | Develop/locate materials | Consultant @ $100/day | 100. | | 100. | |
| | | Secretarial/clerical salary 25 hrs. @ $2.50 | 63. | 21. | 21. | 21. |
| | | Materials, communications | 125. | 50. | 50. | 25. |
| | Evaluate materials<br>a. Teacher consultants<br>b. Panel of experts* | In-Service Teacher Consultants 4 @ $15. | 60. | | | 60. |
| | | Travel | 43. | | | 43. |

*No cost to project

# APPENDIX D

## Evaluation Materials

Clinics for Planning Occupational Clinics
PRE-TEST AND POST-TEST

Type of Position_____

Please fill this out to the best of your ability and do not be concerned if you do not know the answers.

Mark with an X if the objective may be designated as a "performance objective;" mark with an O if the objective can not be classified as one.

_____ 1. Eighty percent of the enrollees in an occupational program can operate the basic equipment used for their selected occupations as checked out on a rating device.

_____ 2. Seventy percent of the enrolles in an occupational program can correctly identify common terminology used in their occupational field.

_____ 3. At the end of an occupational program seventy percent of the enrollees know what constitute good work habits.

_____ 4. Enrollees in an occupational program deal pleasantly with persons during a supervised work experience.

_____ 5. When enrollees leave school they are able to make a realistic career choice.

_____ 6. Fifty percent of the student enrollees in an occupational program will demonstrate appropriate behavior in a simulated job interview situation.

_____ 7. Occupational students appreciate the necessity for safety procedures after having been enrolled in an occupational program.

_____ 8. When asked, eighty percent of the students indicate that they like their jobs.

9. List <u>five</u> inputs that are factors to consider in planning an occupational program.

10. List <u>five</u> outputs that can be used as measures of an effective occupational program.

11. In a sentence or two explain the difference between career and vocational education.

Phoenix, Arizona 85054
March 23, 1973

Dear Dr. Barkley:

I wanted to let you know that I really appreciate the help you and the other Administrators, Coordinators, State Officials, Students, Supervisors, and Teachers have given me during the workshop.

I really feel that I have learned something out of it. I feel it was all worth my time. It has opened my eyes to many things knowing that some people really do care and want to help todays and tomorrows youth for a better education. Before this I didn't think that such people existed and cared enough about education to do something about it. At least now I know that some people do care and it all seems with going to school. More people should be involved in workshops like this. I personally feel that if more people were involved they would be more aware of the problems and how to cope with them.

I also feel if more students were given the opportunity to attend workshops like this they would benefit a lot from them as I know I have. I feel in those three days of the workshop we have gone one step further in solving the problems of education.

Sincerely yours,

Michael Valdez

# Pinetop-Lakeside School District No. 32

Post Office Box 885
LAKESIDE, ARIZONA 85929

May 25, 1973

KEITH BANNISTER
SUPERINTENDENT

FERRELL FISH
HIGH SCHOOL PRINCIPAL

PRENTIS SANSOM
ELEM.-JR. HIGH PRINCIPAL

Dr. Margaret V. Barkley, Project Director
Department of Home Economics
Arizona State University
Tempe, Arizona 85281

Dear Dr. Barkley:

Thank you for the most useful and informative educational clinic I have ever attended. I consider it to have been a real privilege to have been able to attend the occupational education clinics at Arizona State University in April and the follow-up clinic at the University of Arizona earlier this month. Here is a list of a few of the benefits I received:

1. I now understand the process through which a project application has to travel until it is acted upon by a governmental agency.

2. I am well on my way toward learning how to write performance objectives. Until I attended these clinics an objectives was written more like a goal, without a validating outcome.

3. I am now aware of the necessity of writing performance objectives. This was a "hard nut to crack" but I am now convinced that I must be accountable for what my vocational department is doing and that specific outcomes should be expected.

4. I am now writing a needs assessment for my district. Mr. Paul Despain of St. Johns has been most helpful in working out a rough draft.

5. I am convinced that the State Department is interested in my district. Their concern for our doing our jobs right has been most gratifying.

I could list many other benefits. I hope that there will be a continued effort to keep holding these clinics. Much has been accomplished by this year's and I am sure that subsequent clinics will be equally helpful.

Cordially yours,

Martin B. Grubb
Vocational Department Chairman

# YUMA COUNTY CAREER EDUCATION

May 24, 1973

DON E. COMBRINK
Project Director
512 W. 24th Street
Room 109
Yuma, Arizona 85364
Telephone (602) 783-7838

EMMETT SIMS
Assistant Director
Northern Yuma County Office
Box 827
1620 Kofa Avenue
Parker, Arizona 85344
Telephone (602) 669-8331

Dr. Margaret V. Barkley
Home Economics Department
Arizona State University
Tempe, AZ 85281

Dear Dr. Barkely:

You are to be congratulated on a most successful clinic and I want to thank you for providing me with an opportunity to participate in this follow-up session.

It is very encouraging to see so many key people concerned and willing to assist in planning the future of pre-vocational, vocational, and career education. I personally feel that I have gained a new insite into program planning.

Please keep me informed of future clinics.

Enclosed is my expense claim reimbursement for the conference.

Thanks again.

Sincerely,

Don E. Combrink

DON E. COMBRINK
Project Director

DEC:jz

Enclosure

**TUCSON PUBLIC SCHOOLS**
ROBERT D. MORROW EDUCATION CENTER
P.O. BOX 4040
1010 EAST TENTH STREET
TUCSON, ARIZONA 85717

May 14, 1973

Dr. Margaret Barkley
Head, Department of Homemaking
Arizona State University
Tempe, AZ

Saludos Dr. Barkley:

Congratulations on a very fine workshop on Planning Occupational Programs. I am certainly pleased with the workshop; it will certainly be of great benefit to all of us.

You will soon be getting a copy of our proposal for in-service training.

Thanks again.

Sincerely,

Lou

Louis J. Bazzetta
Director of Occupational Education

bmc

W. P. SHOFSTALL, PH.D.,
SUPERINTENDENT



*ARIZONA DEPARTMENT OF EDUCATION*
*Division of Vocational Education*
1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007

March 26, 1973

Dr. Margaret Barkley
Department of Home Economics
Arizona State University
Tempe, AZ 85281

Dear Margaret:

The three day clinic for planning occupational programs was informative and well planned. I found it both stimulating and valuable in relation to my work in the State Department.

In several areas, I found the workshop valuable:

1. The inclusion of parents and students in panels and small groups provided valuable reference points for program planning;
2. Clarification of management by objectives will improve my planning calendar;
3. The mix of participants, including teachers, administrators, and State staff allowed us to understand each others view point. It seemed especially important for us on State staff to have input from large and small school districts;
4. Working in small groups, (breaks and lunch periods) allowed time for informal discussions.

You and Bob Kerwood certainly are fine facilitators. Comments from other participants indicated that your willingness to help keep us on course certainly contributed to the success of the clinic.

I've benefitted from experience and expect to use some of the materials in working with local educational agencies.

I appreciate the opportunity to have participated.

Sincerely,

Phyllis G. Alvey

Phyllis G. Alvey
Specialist, Adult Vocational Programs

Ml/pdc/08/3.23

cc: Robert Kerwood

**Tri-County Career Education**

Gila - Graham - and Greenlee Counties

Eastern Arizona College
Thatcher, Arizona 85552

March 23, 1973

Dr. Robert Kerwood
Director Professional Development
Arizona Department of Education
Division of Career and Vocational Education
1535 West Jefferson
Phoenix, Arizona 85007

Dear Bob:

The recent planning conference held March 19 through March 21 was excellent. I feel the information gained is something that can be used by each L.E.A., Administrator, teacher and State Staff Member at this meeting.

A number of questions were raised, and I am sure the follow-up meeting in May will be most beneficial to help school districts continue the formulation of their plan and development of a plan for next year.

Planning conferences of this nature are definitely an answer in providing comprehensive statewide planning to meet educational needs. The Department of Education and particularly the Division of Career and Vocational Education is to be commended for providing such services to the school districts.

Sincerely,

Bill

William S. Konopnicki
Tri-County Coordinator and
Career Education Project Director

cc: Eugene L. Dorr
Mrs. Margaret V. Barkley

MAR 2 6 1973
86

# SELIGMAN PUBLIC SCHOOLS

BOX 278

SELIGMAN, ARIZONA 86337

March 23, 1973

Dr. Robert Kerwood
Vocational Education Department
Arizona Department of Education
1535 W. Jefferson
Phoenix, Arizona 85007

Dear Dr. Kerwood:

Just a line to let you know that the clinic for Planning Occupational Programs supplied me with more useful materials and skills that I can effectively use than any other workshop I have attended in recent months.

You are to be congratulated for producing a workshop on such a timely subject.

Sincerely

D. L. White
Superintendent

DLW:ch

San Simon Public Schools
SCHOOL DISTRICT NO. 18
SAN SIMON, ARIZONA
85632

June 12, 1973

Dr. Margaret Barkley
Arizona State University
Tempe, Arizona

Dear Dr. Barkley,

I thoroughly enjoyed the Planning Occupational Programs Clinics and I felt that they were superior to anything else of that nature that I've attended in my short tenure in Arizona.

I feel that this type of clinic should be continued in other areas. The most pressing need for local input is the financial problems of the schools which is closely tied to the reorganizational problem. I would attend a timely clinic of this nature in the hopes of acting before we have to react to the pending legislation on these issues.

Your selection of participants was excellent and the organization and administration of the clinics were outstanding. Congratulations on a job well done.

Sincerely yours,

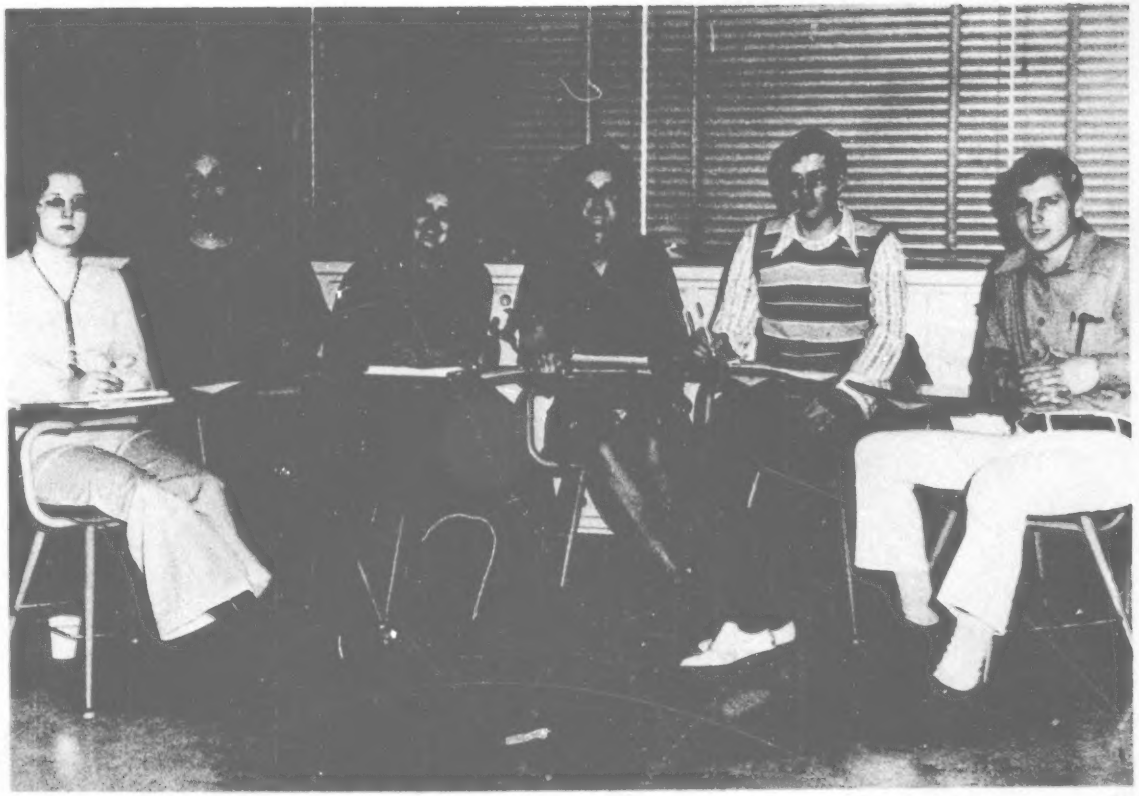
David Gobble

David Gobble
Superintendent

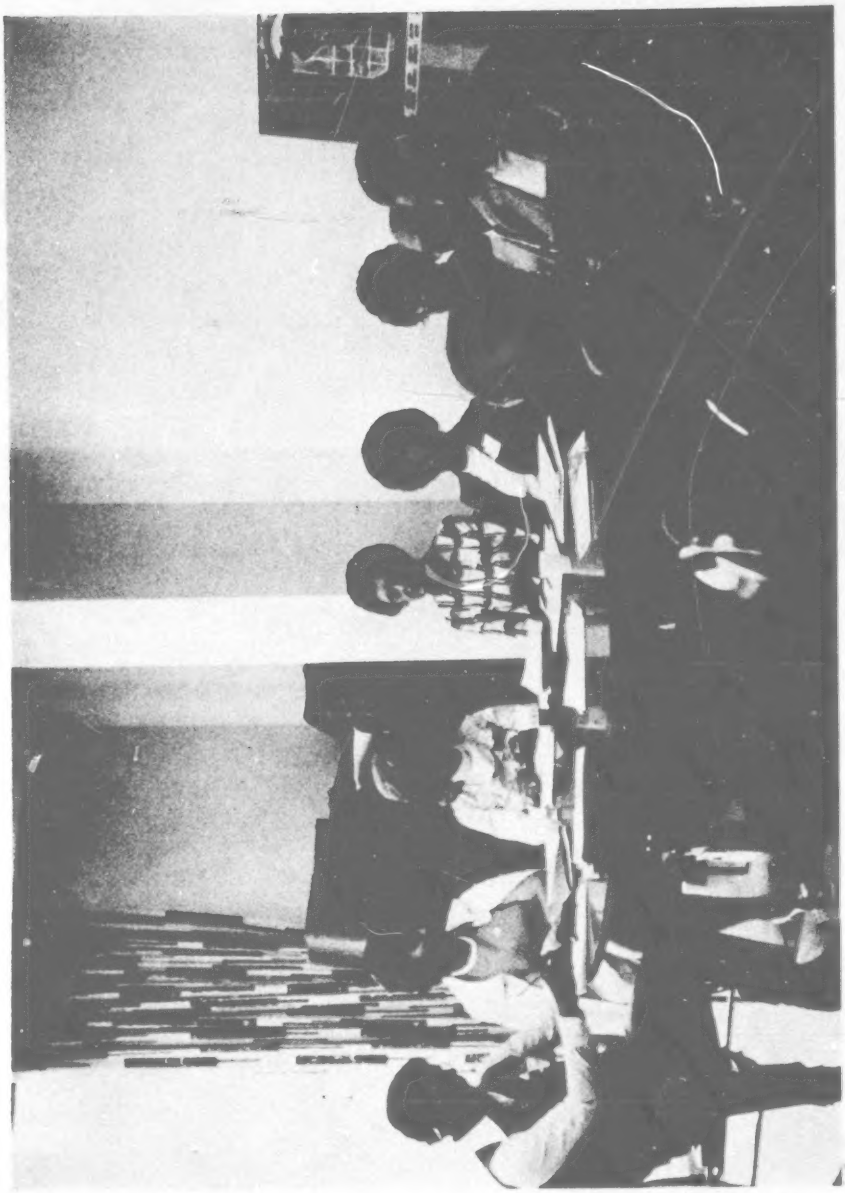
DG:db

APPENDIX E

Pictures



Parents and Students of the Flagstaff Clinic



Parents and Students of the Tucson Clinic